Departments and Round Tables

Pennsylvania Educational Association.

1914

WE$10

SIXTY-FIFTH MEETING

PENNSYLVANIA STATE EDUCATIONAL ASSOCIATION.

Report of Proceedings, with Papers read before the General Sessions, Departments and Round Table Conferences; and with Constitution and By-Laws of the State Educational Association.

SESSION AT HARRISBURG,

DECEMBER 29, 30, 31, 1914.

LANCASTER, PA.
PENNSYLVANIA SCHOOL JOURNAL.
1915.

Extract from a Letter to his Daughter.

I WANT to tell you a secret. The way to make yourself pleasing to others is to show that you care for them. The whole world is like the miller of Mansfield, "who cared for nobody—no, not he—because nobody cared for him;" and the whole world will serve you so if you give them the same cause. Let every one, therefore, see that you do care for them, by showing them what Sterne so happily calls, "the small, sweet courtesies of life,"—those courtesies in which there is no parade, whose voice is too still to tease, and which manifest themselves by tender and affectionate looks, and little, kind acts of attention—giving others the preference in every little enjoyment, at the table, in the field, walking, sitting, or standing. This is the spirit that gives to your time of life and to your sex its sweetest charm. It constitutes the sum-total of all the witchcraft of woman. Let the world see that your first care is for yourself, and you will spread the solitude of the Upas-tree around you, and in the same way, by the emanation of a poison which kills all the kindly juices of affection in its neighborhood. Such a girl may be admired for her understanding and accomplishments, but she will never be beloved. The seeds of love can never grow but under the warm and genial influence of kind feeling and affectionate manners. Vivacity goes a great way in young persons. It calls attention to her who displays it, and, if it then be found associated with a generous sensibility, its execution is irresistible. On the contrary, if it be found in alliance with a cold, haughty, selfish heart, it produces no further effect, except an adverse one. Attend to this, my daughter: it flows from a heart that feels for you all the anxiety a parent can feel, and not without the hope which constitutes the parent's highest happiness. May God protect and bless you!

William Wirt.

My fairest child, I have no song to give you;
No lark could pipe to skies so dull and gray;
Yet, ere we part, one lesson I can leave you
For every day.

Be good, sweet maid, and let who will be clever;
Do noble things, not dream them, all day long;
And so make life, death, and that vast forever,
One grand, sweet song.

Charles Kingsley.

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F. W. Robbins, Williamsport, 2 years.
J. J. Palmer, Oil City, 1 year.

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*J. E. Kilgore, Dushore, 2 years.
Robert C. Shaw, Greensburg, 1 year.

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W. G. Chambers, U. of Pittsburgh, 2 years.
W. H. Mearns, Philadelphia, 1 year.

General Association.

G. B. Robertson, U. of Pittsburgh, 3 years.
P. M. Harbold, Millersville, 2 years.
*H. J. Wightman, Ardmore, 1 year.

*Retired.

The Best Work Done in the Schools.

LEARN by heart this good thing from Charles Kingsley to his "fairest child," and have your pupils learn it. Add dozens and hundreds of other choice things that you and they will enjoy "in the dark" as in the daylight. Do this daily, and take some account, with them, of your "good memory stock" weekly, monthly, yearly. You with them will thus grow finer and better each passing hour. It is the best work you will ever do together in the school room, and that for which all your pupils, and especially the finer souls among them, will thank you most and hold you always in blessed memory. It is true of many schools that after long years of school going their pupils are familiar with few fine things, perhaps none whatever, and they can repeat no choice thing either in prose or poetry. This is criminal disregard of opportunity. It is frightful waste of possibilities, that might be realized to millions, of broader thought, and sweeter hope, and nobler aspiration, and stronger purpose towards a better life—all this influencing countless other lives to still better things through the generations. The fault lies mainly with the teacher—and back of him with the superintendent and the school authorities. We will not vainly attempt to give the child instruction in all the subjects of human knowledge. We will teach but a few things, those which are essential, or which seem most desirable. In these few things, which will be made to touch very many things of vast importance and undying interest, we will give definite knowledge. We will do this in a way to attract, so far as we can. So far as we can, also, we will give only such knowledge as is worth retaining, and is sure to be approved best by the child grown to the mature life of intelligent manhood or womanhood. Nor will we forget this truth of tremendous importance in the work of the teacher—that it is not one generation only that is before us in the school—for in teaching these boys and girls we are, in a degree, teaching their great-grandchildren. Are we teaching the best things? We are everywhere trying to do this. But there is so much blundering theory, so much mistaken practice. There is unrest and dissatisfaction everywhere amongst thoughtful people. They tell us the schools are not doing their work as it ought to be done, either in the matter of sound elementary scholarship, or in moulding thought and character and shaping life to the high ends that may fairly be expected of them; that they are working far too much on the low plane of self-interest and vulgar self-seeking. And all this is true of very many schools both in city and country. There are schools in which things sweet and noble, generous and beautiful, seem seldom or never to be thought or spoken of; in which the splendid imagery of the poet is never made to pass before the rapt vision of the child; in which the grandeur of heroic achievement or self-sacrifice is never held up, to be regarded by the growing boy or girl with quickened heart-beat, and imitated humbly afar off. Alas, for the men and women who were children where all this was true! And alas for to-morrow where this is true to-day! You have perhaps forgotten some of the teachers who taught you the alphabet and spelling, penmanship and arithmetic, grammar, geography, and what not—a "dry grammatical cinder" one and another of them may have been, for whom you have neither gratitude nor affection. But the man or woman who gave you glowing thought and noble imagery, the thrill of heroic impulse and high aspiration, he or she is immortal. Who are the best people you have known? those whom you have most enjoyed? from whom you have had most good? They who knew fine things and loved them, who thought them, and said them, and wrote them, and sang them, and put them deep into your heart of hearts for time and for eternity. Teachers such as these are the very elect of God. They are God's angels dispensing heavenly manna to His children. We care little to remember those who directed for us only the dull routine of school life, but we venerate the memory of the sainted ones in our school calendar who were teachers indeed! For they made real to us the "splendor of grass and flower," the privilege and the glory of living in a world and in an age like this; the beauty, and the duty, and the promise, of human life. How wrought they this miracle of grace? By giving without measure or stint the best they had in their own richly endowed natures, and the best they had gathered from all the world beside, "giving all as though they gave nothing." Commit to memory, choosing the best things within reach in prose and poetry, but especially in poetry.

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Oh, that we had little books and big teachers! few pages and much matter! thought from eye to eye and pulse from heart to heart! Do you know strong things and can you put them hot from your heart to theirs, as your pupils are before or around you? Did you ever burn a watch-spring in oxygen, see the brilliant sparks fly, and find presently that some of this molten steel as it scattered in a shower of sparks was embedded deep in the cold glass of the vessel itself? It was white hot as it flew, burned into what it fell upon, and was embedded there to stay.

PENNSYLVANIA
STATE EDUCATIONAL ASSOCIATION

Proceedings of the Sixty-Fifth Meeting, in Session at Harrisburg, December 29, 30 and 31, 1914.

THE sixty-fifth meeting of the Pennsylvania State Educational Association, held at Harrisburg during the last three days of December, was a great success, with an admirable programme enjoyed by everybody. The enrollment equals that of Pittsburgh last year. The attendance was large, and representative of all the best elements in the school work of the state. The meetings of the general sessions and of the departments, except that of Music, were all held in the Technical High School. President Shaw was congratulated on every hand upon his excellent programme and upon the interest that was manifested. The programs of the departments and round tables were strong and attracted much attention. The songs of the male quartet and the violin of Miss McIlroy afforded delightful variety.

The meeting was called to order promptly at 2 o'clock on Tuesday afternoon by the President. He introduced Judge Samuel J. McCarrell, of the court of Dauphin county, who bade the Association an earnest welcome to Harrisburg. Supt. James J. Palmer, of Oil City, replied in a paper of unusual merit. The unique feature of this meeting was the ovation given to the newly-elected Governor, of Pennsylvania, Dr. Martin G. Brumbaugh, a life member of the Association whose entire public life thus far has been devoted to educational work. He was given an impromptu reception after his address to the Association, and everybody present was glad to grasp the strong hand of their old associate and their new Governor. Hon. Henry Houck re-elected Secretary of Internal Affairs, who has for nearly two generations been one of our best known school men, shared with Dr. Brumbaugh the honor of this enthusiastic ovation and the glad heartiness of this reception.

In his address Dr. Brumbaugh spoke of the association's record of service to education in Pennsylvania and as being concerned with the most vital thing in public life, the public school, and pointed out its obligation to the public in advancing new and timely needs of the community. "In the last analysis, an education that does not put a larger loaf on a workman's table is scarcely the kind of education the people should be asked to support. And this can and must be done without any lessening of that liberal culture which gives tone and character to our people and insures the leadership essential to a progressive democracy. We have trained our people to enjoy and this is well. We must also train them to produce the things they now know how to enjoy. Thus we give the complete equipment that a rightly organized society requires for its perpetuity and for its progress. There are new things to be done, vastly important ones. We shall do them one by one as they press for consideration. We can never be a static people. The best of yesterday is but a hint of the ordinary of tomorrow. The call always has been, always will be, for men and women of great hearts and broad vision who shall lead our people into all wise and worthful things. The best is none too good. To you the Commonwealth turns to make actual for each upspringing citizen the best ideals that our spirits may hold."

The importance of educators keeping close to the people and leading them to better things, when needed, and of vocational and industrial training, found strong support from the new Governor. In closing, Dr. Brumbaugh said that the school code opened a way for a century of successful and continuous development of schools, and warned his hearers that to be of value school service must be responsive to the every-day inquiry of the home. Teachers should steer clear of those who have educational theories, but whose sole aim is to do and say something different from what is being said and done today.

On Tuesday evening President Shaw, in his address, spoke especially of loss and waste in the work of the schools. The

greatest of wastes results from the loss of pupils before they get into the high school, which comes from a variety of causes and can be overcome by co-operation and working closer to the home. Lack of proper preparation is the basic cause of most failures in business while at the same time there are many cases where persons of no extraordinary natural ability, having necessary education, are succeeding in practically every line of endeavor. Why this waste of human living? Can a remedy be found? Shall individuals continue to fail to measure up to a fixed standard of efficiency? Is it not the function of the public school to bring to a much greater number the asistance needed? His address was a general review of elementary and high school conditions showing the virtues and the shortcomings of the educational system of this country. He gave statistics to show the actual money value of education, comparing one boy who quit school early and learned a trade with another who got a technical training. He pointed out that although the first developed his earning capacity when very young, he was soon outstripped when the other finished his school work

At the Pittsburgh meeting of the State Association last year a special committee was appointed to report upon the Rural Schools, and to make such suggestions as seem best for their improvement. The personnel of this committee, which included Drs. Nathan C. Schaeffer, Raymond W. Seis, Louis W. Rapeer, Harlan Updegraff, and Supts. G. Bruce Milnor and Frank A. McClung, made certain a careful inquiry and a report of practical value. It was presented in a pamphlet of one hundred and more pages, of which eight thousand copies have been printed for general distribution. Dr. Schaeffer, as chairman of the committee, presented this report, saying that all the recommendations had received a majority vote of the committee, and some of them a unanimous vote, but that no member of the committee should be held responsible for each and every recommendation as if all of them had met with his entire approval.

A plan for a teachers' retirement system in Pennsylvania to be presented to the Legislature was presented by Prof. J. George Becht, president of the Council of the State Educational Association and chairman of a committee to make a study of the subject. Accompanying the report and bill were studies made by Dr. Raymond W. Sies, of the University of Pittsburgh, an expert on the subject. The proposed bill would provide for teachers' retirement under State control. The fund is to be provided by contributions from the teachers according to a scale which is outlined in the bill and by State appropriation. The qualifications for retirement upon a pension are thirty years' service of eight months per year and age of sixty years. The maximum pension that can be paid is $800 a year and the minimum eighty per cent. of the minimum salary of the grade of the teacher. In case of disablement it is proposed to allow a pension of one-sixth of the average monthly salary during the last forty months employed.

The new department of music met in the hall of the Young Women's Christian Association, Chairman James McIlroy presiding. The programme included Christmas carols, chorus from the Harrisburg schools, E. G. Rose, director; The Mission of Music, Mrs. Frances E. Clark, Camden, N. J.; What are the Requirements for a Superintendent of Music? A. L. Fillmore, Pittsburgh, and, for the second session an address by Dr. Hollis E. Dain, of Cornell University, and a practical demonstration by Steelton school children conducted by W. H. Harclerode. One great need of our schools and our people is music and so few can sing well or play well on an instrument. Long life and evergrowing influence to the new department.

A constitutional amendment was adopted with the purpose of bringing into closer touch the teachers throughout the State. The plan is to have a grade school, a grammar school and a high school teacher as representatives of the teachers in each county. Ideas looking toward better things in the schools will be discussed by these delegates and referred annually to the Association as recommendations.

Dr. W. C. Bagley, professor of education at the University of Illinois, told of an instance reported among many, of a girl who had studied under a total of ninety-six public school teachers up to the time of her graduation from the high school. On that girl ninety-six personalities had made their impressions during her public school life, and ninety-six teachers were jointly responsible for the school development of her intellectual and moral qualities, so far as the influence of the school was effective. The responsibility for a student's success or failure can seldom be traced to any one teacher, when so many instructors unite in their efforts to educate the student. Yet perhaps there is nobody who cannot look back to one or two or three teachers who of the total number made the most lasting impressions on him or her and influenced most largely their course of life. The great thing to do is to inspire pupils with all the visions and ideals possible.

Dr. Edward Howard Griggs, of New York city, spoke on Education for the Art of Life, a well-prepared study of the properly balanced life as the finest work of art. He dwelt on the new humanistic movement, including the need of personality, sociability, positiveness of character and progressive growth. Concerning the last point he said "the moment we cease to grow we should be buried, if not for our own good then for others', lest we bother them by our inactivity." He declared the worst tragedies of life to be those of negation, of men who have never quite dared to live and develop their personalities. He spoke of the danger of too great centralization and systematization in education, showing how the old country school is the freest from these evils. The best teacher is the one who makes himself unnecessary to the pupils as soon as possible, by teaching the pupil to stand alone. His addresses were based on the pleasure that comes from doing right. The only way to fight bad habits, is to fall in love with high ideals, a person, or something higher than ourselves.

A warm tribute to the thoroughness of the German school system was paid by Supt. William M. Davidson, of Pittsburgh, He attributed much of that empire's success in the commercial and intellectual world to growth of the schools and the respect given there to the opinion of school teachers. The Old Order Changeth was the subject of his impressive address.

Dr. Lewis W. Rapeer of State College, read a paper on The Standard Rural School Plant. He spoke of the proper equipment of school buildings and the necessary furnishings and appliances of teaching in the country districts. Rural schools should be developed into social centers with libraries, lecture halls and attractions for sociable gatherings as well as facilities for practical instruction in agriculture to all members of the community.

Dr. W. Grant Chambers, dean of the school of pedagogy, University of Pittsburgh, spoke on Co-operation in Education. He said that the school is not the only factor in education, other powerful agencies being the home, the church, the playground, court, business, business hours and the newspaper. "I know of no more helpful alliance, than that between the school and the daily press, and it should be cultivated as one strong agent of co-operation. The small daily paper can be made the go-between for the public and the work of the schools. The newspaper should print write-ups of things of local interest that will draw the attention of school pupils. There could be descriptions of neighboring geographical and geological features, of industries and of the more or less familiar things near at hand. I also recommend a school column in the newspaper, to be conducted by school students themselves and not by the editorial staff of the paper. This would be the best possible motive for interest in English composition. The editor of the local paper is one of the men whose friendship should be cultivated by parents, teachers and scholars." He spoke of the parent-teacher associations as a means of the home going into the school and the school going into the home. The home should be the laboratory for the testing of the instruction in practical things given in the school.

In his address upon the Peace Movement Dr. Schaeffer said that pupils should not be taught the glamour and glory of war, but that every one should be urged to regard the state as the organization of force, backed by justice and tempered by good will. He referred to the war in Europe as having ruined the very city of Ghent where this year there was to have been celebrated one hundred years of peace between the United States and Great Britain, and said: "It used to be urged by the militarist class in Europe that the way to prevent war was to be prepared for war. The present war has proved the fallacy of that proposition." The state will always need an organized force—an army and navy—for police purposes and so will all nations. The courts must fall back on this force to carry out decrees. The pupil must be taught history so that he will realize that national force must be applied according to the golden rule.

That it will be only a short time until the American saloon is no more was the opinion expressed by Dr. O. T. Corson, of Ohio. The great wave of protest against the saloons is largely due to the teachings in the schools. "The American saloon is doomed as surely as the sun is bound to rise to-morrow morning. Its downfall will be caused by the generation that has been taught the evils of alcoholic liquors in the American schools in the last twenty-five years." He also spoke on The Three C's in Education. They are Consciousness of power to do things, Cultivation of this power and Consecration of this power. He condemned the stand taken by persons who wish to do away with home study, saying that it is a great moral influence in keeping children off the streets at night. Here is where the curfew comes in. In referring to the war, he said he was entirely neutral, as the President had ordered all citizens to be, but I feel like the man who didn't care whch one of the allies won. He spoke of the German nation as suffering from

selfishness and self-esteem growing from too much book-learning.

Dr. W. E. Holbrook of Choctaw, Arkansas, came from an out-of-the-way region, but he had much of interest to say of the work doing in the rural life of his backward country. He was endorsed by U. S. Commissioner Claxton as a man with a message on the training of "Rural Boys and Girls in Systematic Activities." And he has it. He told of life in the Ozark Mountains and the ignorance of the great majority of the people. The people of the Ozark and Allegheny mountains, he said, are a thorn in America's civilization but these same persons can be made a credit to the country with better school and home conditions. He outlined the life of the mountaineers and the amount of work the women have to do in his address on the "Life of Drudgery of Our Country Mothers."

Scranton was selected as the place of meeting for the year 1915. The invitation was given by Dr. S. E. Weber, Superintendent of that growing city, representing himself, his School Board, the Chamber of Commerce and other organizations. It was heartily seconded by Co. Supt. J. C. Taylor, who spoke for Lackawanna county.

The officers for the ensuing year are: City Supt. H. H. Baish, of Altoona, president; Co. Supt. Robt. C. Shaw, Greensburg, first vice-president; Miss Margaret Maguire, Philadelphia, second vice-president; J. P. McCaskey, Lancaster, secretary; D. S. Keck, Kutztown, treasurer. Clifford B. Connelly, Pittsburgh, was chosen as a member of the executive committee, and C. D. Koch, Harrisburg, to represent the Association in the Educational Council.

The time of the next meeting will be Tuesday, Wednesday and Thursday, December 28, 29 and 30.

TUESDAY AFTERNOON.

THE opening session of the Association was called to order at 2 o'clock on Tuesday afternoon by President Robert C. Shaw, of Greensburg, following which the Rev. Lewis S. Mudge, pastor of the Pine Street Presbyterian Church, conducted devotional exercises.

ADDRESS OF WELCOME.

President Shaw introduced the Hon. Samuel J. McCarrell, of Harrisburg, who made a hearty address of welcome, "to the members of a noble profession to which it had once been his privilege to belong." He said:

Mr. President, Ladies and Gentlemen: I deem it a rare privilege and great honor to have been invited to address you upon this occasion. As I look into your faces, I am moved by a mingled feeling of fear and of very great respect. Of fear because I see in you the representatives and successors of the educators who confronted me and who tried to train me for a half-score of years in a little brick school house on the top of the Washington county hills. I look upon you with fear because Iwas told by my father that if I so conducted myself at school as to get a whipping, I would get another when I got home. I had wholesome fear of both teacher and parent, but it created in me a spirit of obedience. I learned to obey my parents, and I feared to disobey my school teachers, and I soon learned to have for them very great respect. They were endeavoring to teach me how to use my mental faculties and to give me a willingness and desire to use them; how to acquire knowledge and how to apply it, and I learned to love those school teachers who for so many years sought to train me. I an grateful to them for what they did for me.

What a wonderful opportunity you school teachers have. You seek to create in the minds of the future generation the disposition and traits which make for good citizenship, and you are succeeding in doing it. You are teaching them the spirit of obedience, and I want to say that the spirit and the duty of obedience need to be emphasized in this day towards those in authority. It is the first and highest duty of American citizenship. Authority must be respected. You begin to create that disposition to obey in the home and in the school. And I believe in compulsion if necessary. If this spirit of obedience is taught, you are accomplishing a great deal for the welfare of our community. There must be obedience to lawfully constituted authority. That is taught and enforced by the teachers of the Commonwealth. You have charge of the mental and moral training of the young. Just as soon as they can leave the cradle and be free from the hand by which it is rocked, which is said "to rule the world," the school teacher takes up the work. He aids in teaching them to be honest, to be truthful, to be pure in thought, in speech and in act, and to love the things that make for quiet and order and peace in their community. You waken in them ambition to achieve something, to do something for themselves and their fellows. Thus you are training boys and girls for the duties of American citizenship. You are succeeding in your work, and I hail you to-day and welcome you as public benefactors. You have helped to create the great body of American citizenship which we have in Pennsylvania, second to none in any of the states. It is due largely to the school teachers of the community, and to our superintendents of education whom we have had here for so many years. You have achieved much; you have a right to be proud of what you have done.

You hear much in these days about the "man behind the gun." He is a very important fellow; his nerve, the accuracy of his aim, and the precision with which he fires the shot are all necessary to success. But who trained the man behind the gun? Who gave him that

steady nerve? Who inculcated the habits which make him strong physically and mentally? The school teachers of Pennsylvania. Back of the Pennsylvania regiments at Gettysburg were the school teachers of Pennsylvania, and their work helped in large measure to win that battle in the Civil War. We had later another regiment, the 10th Pennsylvania, recruited in the western counties of the state, of which I like to speak because I come from there myself. It was sent from the state to Manila. In a midnight battle when the enemy attacked, and the forces of the United States went out to meet and repel that attack, the 10th Pennsylvania never budged. The training they had in the schools taught obedience to orders and performance of duty as the first thing. They were brave and courageous and did not shirk. That is your work, and you have a right to be proud of it.

We welcome you as public benefactors. Other people are beginning to appreciate your work, and they are calling one and another of your members to fill high official positions. Eight years ago it was the pleasure of the people of Pennsylvania to call one of the leading educators of the State, Dr. Henry Houck. They have been calling him again and again, and we are beginning to think that the Department of Internal Affairs of this Commonwealth could not be run without Dr. Houck. We hope he may long be spared to run his office and show what good citizenship means. I do not know how many of your number have been elected to the State Legislature and have been made Representatives and Senators. They have been wise in their counsels and wise in their suggestions for the benefit of the people, and in that way you have rendered a very valuable serice. I can welcome you as conquerors because the last time the citizens of this Commonwealth gathered at the ballot box to choose a Chief Executive, they secured one of the greatest educators not only in the Commonwealth, but in the nation as their Governor. So you see your work is being recognized by the people. You are beginning to get your deserts, to reap the fruit of your labors. You are justly entitled to it.

We welcome you to Harrisburg, but this is hardly necessary because Harrisburg is the Capital City and the Capitol is yours. It is a beautiful building, and we hope you will enjoy looking through it. We have a beautiful city, and we are proud of it. I am proud of Pennsylvania, and prouder of it the more I travel over it. When I look at the mountains opposite Harrisburg, and consider the beautiful setting in which this great city is placed, I think there is no more beautiful situation for the capitol than this, and so we want you to enjoy it. I trust you will enjoy the city and everything that is in it, and that your meeting may be profitable and pleasant, and that in the future you may have greater success in the work even than you have had in the past.

RESPONSE TO ADDRESS OF WELCOME.

President Shaw introduced Supt. James J. Palmer, of Oil City, who spoke as follows for the Association, in response to the address of welcome.

I, too, deem it an honor that I may stand here to represent this splendid body of school people, and the larger body that cannot be here. In responding to this address of welcome, I want to say that we appreciate the kind words you have said, and we appreciate the welcome we received in Harrisburg. We appreciate the welcome that the school authorities extended to us, and the use of this splendid building so well suited to our purposes. We appreciate the courtesy and cordiality of our reception in the city by the public and the newspapers. We appreciate the opportunity to come to the capital of our State. We appreciate all the educational advantages that the capital city of the State offers. So we thank you all who contributed to the successful meetings we have had here from time to time. And now, for fear that you may think that I have not prepared a speech and have not performed my duty, I have a suggestion or two to make.

The changing moods of the public mind with respect to what it expects of the public schools are so varied that it keeps the average school man pretty busy determining the focus of the spot-light on his work. We were all convinced a few years ago that examinations in the school were an unnecessary evil, and henceforth were supposed to be relegated to the distant past. These examinations, mind you, however, were given by teachers to learners to determine what progress the learner was making in mastering a given subject. They were given at suitable periods and brought about no greater injury to the child than that he might be required for the time being to seriously concentrate his powers of thinking on the subject in hand, and, if he had neglected to make reasonable preparation, he might be worried somewhat about the outcome. The purpose of these examinations was to establish certain definite standards of comparison between the teacher's ideal and the pupil's actual accomplishment. Though often faulty in practice, a goodly number of us survived the operation with no appreciable bad results. If I understand the educational news of the day, we have adopted another sort of test of the school's efficiency that at least has the saving grace of being entirely different from the old-time examination.

Since some of us may not be familiar with the meaning of an educational survey, I perhaps ought to explain that it is a sort of examination by experts to prove that the schools are not perfect, and has been used by the reactionary element of the community as an excuse for getting rid of an otherwise efficient superintendent. The biologist would probably understand the survey as the process of making one or several transverse sections of the school system to discover that the system may be developing somewhat irregularly, a fact which may be true of any natural growth at times. The survey often makes a strong appeal to the general public because the standards by which it measures the school system are usually so vague and misunderstood by the general public that it exercises a sort of a mysticism which

helps out wonderfully with the success of the whole operation.

As I get older in the work and know less about it than in my callow days, I am convinced that education, and by that we usually mean school experience, is a species of growth, and the only examination of a school system that is worth the trouble it takes to make it deals with what the biologist might call "a longitudinal section." This sort or an examination would make a critical estimate of the quantity, manner and direction with reference to certain ideals of growth which any school organization ought to bring about This is just the sort of examination which the live superintendent and the interested teacher make continually. While we talk in these meetings of standards of education, let us keep distinctly in mind the fact that if education is as a species of growth, as I try to conceive it to be, it can be measured critically only when the element of time, so necessary in growth, has been taken into full consideration. It is easy for a survey to be conducted in a public school system so hurriedly and so superficially that the real work of the schools is not tested at all.

I have tried very hard for myself to determine in my own thought what are reasonable expectations of the results of good work in the schools. I try to measure the teacher's success as well as the more comprehensive results which the superintendent should obtain by keeping in mind three real elements of success in the development of character or personality in the schools.

The first of these is the development of the mental powers, which really means the mastering of the material of the course of study. Of course, this presupposes that the material of the course of study shall be adapted to the needs of the learner. But it also expects that the learner's mental powers shall assimilate a very considerable amount of the raw material of knowledge. I don't believe that, after all, this object has changed materially in a generation or more except as regards the material which we consider worthy of the mastery and the somewhat improved methods of instruction May I remind you that human nature has not changed so much either, if the present European situation is a criterion for judging.

In the second place, I measure a teacher's success and I think of my own as well, in the degree of self-control which pupils acquire in school through the work they do under the methods of discipline or management by which the school is organized and conducted. Of course, this has been considerably changed from the older autocratic method of control formerly in use in the schools to one somewhat democratic; but I find that the democratic, after all, has always back of it some strong character which is the ruling force in any form of government.

A third requirement of a reasonable education or rather of a school experience is the acquisition of an appreciation of the higher ideals of living which may come through association with the elements of culture, though I must confess I am at a loss to know just what this much abused word really does mean.

Let me restate that I conceive the real success of the school to be measured in terms of mental power evidenced by a mastery of a certain amount of the raw material of knowledge, by a self-control acquired through some form of discipline or school management, and, lastly, by the acquirement of ideals of appreciation which lead to higher living.

Now if we grant that education is a process capable of some definite measurement, and that these three elements of successful school work are worth serious consideration, we must admit that school education is a more or less scientifically measurable process. The higher schools are insistent about the standards which they expect the public schools to meet. The community applies some form of measurement to pupils who leave the schools by graduation or otherwise, and they more often talk about the ones that leave otherwise. And if young people who have been in the public schools lack in having mastered considerable of the common fund of knowledge, in self-control or in living up to the better ideals of human behavior, the public is always ready to condemn the work of the schools as having failed in whole or in part, and perhaps the public is right in its expectations.

Let us, then as public school people, insist on two conditions. First, that we designate when pupils leave the public schools whether they are educated in whole or in part as the case may be; and, secondly, that we recognize in some way the influences of other agencies at work on the pupil's education which may have helped or hindered the school's success in securing the best results. We must never lose sight of the fact that pupils are being educated considerably outside of the public schools so that it is hardly fair to lay the responsibility for all the ills and mistakes of humanity to the public schools alone.

I plead, then, first of all for a better recognition of the influences of the home, the street, and the community, as they make or mar the ideal development of character attempted by the public school; and, secondly, a better estimate of the condition of pupils' development when they enter school and are first subject to the educational process by means of which the school is expected to educate them.

Now my suggestion is: That if public school education is a measurable process and works toward certain definite results, it must have a beginning, and if the schools are to be held responsible for the successful development of the right kind of character in the rising generation, we need to give more attention than ever has been given to the raw material on which the educative process of the school is to be used and to the influence of such agencies as the home and the community in aiding or retarding the educational process which the school is trying to work. For example, we take into the public schools every year all the pupils who apply. At the end of one or two years we make an investigation and find that a certain percentage of these have

not been successful and we say that the public school has failed in its function. It has not educated all the pupils who come to it. Now the fact of the matter is that these pupils were just as far or even farther from normal when they entered school than they were after they had been under the influence of the public school for any given time. What I mean is that it is unreasonable to expect the public school to correct only in a reasonable degree fundamental weakness in its pupils as regards weakmindedness, dullness of learning power or inaptness for public school learning, physical or mental weakness. If we grant, as we do in most cases, that the public schools are to be held responsible for the normal development of most of its children and the process of school education has become more or less understood and can be adapted to the varied conditions of pupils, then let us have an examination and an estimate of the pupil's mental as well as physical condition when he enters school. In order to get this in the shape that will be most effective, let us have a survey (I think I have the term right now), of the homes. We understand well enough the standards that are set for the schools' accomplishment. Let us now be fair and ask the home to meet certain standards of development and deliver to the schools for their share of the work children with a certain home development on which it would be possible for the school to build intelligently as a foundation.

An estimate of the pupil's conditions as to how far the home has educated him along proper lines would disclose a degree of variation from the normal or expected home development that would simply be astounding. How much would be done toward solving the teacher's problem if each little youngster coming into the school in September would bring with him a card, telling just what his home conditions were, how they had molded for the good or warped for the bad his make-up, what qualities of physical, mental or moral character had been developed or slighted by the home. With this analysis of the beginner's needs what the school education of the child should be in order to correct or modify the conditions which the home had already imposed upon him, would be a problem easily solved.

In setting up standards of achievement for the school and in choosing the processes by which these standards are to be realized, let us bear in mind the influence of other agencies than the school itself. Chief among these agencies are the heredity, and the traditional and social influence of the family and the home, which exert a profound influence on the individual both before and during his school experience.

OVATION TO GOVERNOR BRUMBAUGH.

After several songs by the Weber Male Quartette of New York, the Governor-elect was introduced by Hon. Henry Houck, his fellow campaigner and brother in arms, with great good humor in form much as follows, his remarks interrupted all the while with laughter and applause.

Mr. President, Ladies and Gentlemen: I am glad you know a good thing when you see it. But I have a very pleasant duty to perform. I am almost ready to say that it is perhaps the happiest moment of my life, when, after these many years of service, I have the great honor of presenting to you my old friend, this great teacher whom we have made Governor of Pennsylvania—and what a great honor to us to have this man fill the chair; this teacher, one of our own number, to be our next Governor. Surely the teachers will have in the office of Governor a man who will be true to them—and I helped to do it. I helped to make him. I found him up here in the woods. I went up there to institutes. A man used to come in and bring a boy and sit in the front seat and listen to me. He said to me one day, "Mr. Houck, whenever there is a prominent man comes here to speak I bring my boy to hear him." So he asked me to look him over. I looked him over. I never like to discourage people. That is something I try not to do, and have tried not to do all my life. The best thing in the world is to cheer people. But I had to tell the truth. I said "Daddy, you are up against a mighty hard proposition but do not be discouraged." I found him in the woods, and I said, "Martin, I have something better for you. You can teach." He said "I am only sixteen." I said, "I was only sixteen when I began, and see what has become of me." "Well," he said "I would need a certificate." Yes, you must have a certificate, I will give you one." "Are you going to examine me?" he said. "Of course, I will have to examine you, and—if you cannot answer the questions—cut them out." And so he did. After a while I said, "I have something better for you, Martin. You would make a good county superintendent." "But" he said, "I am only twenty-three." "That is all right, I was only twenty-three." So I made him county superintendent. I had hopes for this boy, and I watched his course. "Now," I said, "Martin, you have done so well we will send you out of the country, Porto Rico wants a system of education like ours, and you are the man to go." "How can I get the job?" I said, "I can get it for you, I voted for McKinley and I ought to have influence enough to get that job." So we sent him down. He did great work down there. He had a little trouble for a while, then I went down myself and straightened things out. After a while I said, "Come home, I have something else for you." "What are you going to do with me now?" "I am going to make you Superintendent of Philadelphia." "Can you do it?" "Have I ever failed?" Then he asked a strange question. "What is the salary?" I told him "That is all right." And you know how well he has filled the place among the teachers and educators in Philadelphia. But he is going to leave them. Look at the receptions they are giving for him. I do not know a man who has been so honored, and who deserves it more than my friend who sits back here. But then I said, "Martin, I have some-

thing better for you." "What now?" he asked. "Well, the people want me to be Governor, but I do not want it, I will give you the job." And he got it, and you all helped, and proud we are this day that we have a man like Martin G. Brumbaugh to fill the high office of Governor of the State of Pennsylvania and now I introduce him, Martin G. Brumbaugh.

It was an inspiring sight, that great expectant audience of admiring friends, in their enthusiastic greeting of Dr. Brumbaugh, as he came forward on the platform, deeply moved, and bowed his grateful acknowledgement of the splendid ovation tendered him. Such genuine tribute of approval is not often paid to men in public service. When the applause gave him a chance to be heard he spoke much as follows:

Mr. President, Ladies and Gentlemen: It is an unusual pleasure that I have the invitation of your body to speak here this year, because I almost felt the last time I stood before you that I had more than my share of the good places and the courteous treatment from this great State Educational Association. If I remember aright, I first attended this Association in Harrisburg in 1885, when the late and much-loved John Q. Stewart was its president. A few years after that, when Brother Keck was threatened with bankruptcy —I mean as treasurer of the Association—a few of us became life members, and in 1895, at State College, Dr. Sparks's school, I had the honor of acting as president. As nearly as I now recall, I made my first speech before the body at a meeting in Scranton, in association with Dr. Harris, that great educator, who is now the head of Bucknell University. We discussed then the Influence of Heredity in Education, and as far as I know, the thing was so finally settled then that I have not heard of it since. Times without number since then, we have met together as friends and co-workers, striving to carve out for Pennsylvania a great educational system. I need not tell you how I feel this afternoon, as I think of this long association, and how glad I am to know that the teachers of Pennsylvania are to-day, as they have always been in the past, my warm personal friends.

You are here in your annual convention for the purpose of discussing important educational things. So for years you have met, and on the whole the things which this Association has stood for were wise things, sane things, practical things. I think I may safely say that the Association has never become radical. Once in a while, as in the case of the School Code, it required its second breath to go the right way, but it saw the error, and stood for the thing that was right, progressive and wise in Pennsylvania. Since then I think this body has been really supporting the work which that code instituted in the Commonwealth of Pennsylvania. I am not here to speak of the code; I am not here to defend its provisions, but simply to say that if we sanely work out in a practical and reasonable way the provisions therein set forth, I know we can look forward to a continuous development of our public school system in Pennsylvania.

These schools of ours in which we have all been working, started as they are by the people, maintained by the taxes of the people, must always in a large way represent what the people want and what the people need in Pennsylvania. There is no disguising the fact that school system seldom rises above the level of the community's demand with respect to schools, and a great many of us in our school work have been satisfied just to serve in a contented way a contented community; the schools have not always made the satisfactory and definite advance that they ought to have made. We must not only keep them near to the hearts of the people, but those of us who assume leadership in the school, work as you do, must also see to it that the ideals of the people are set for better things than they themselves frequently vision and care for, and every good Superintendent, and every wise administrator of a school is not only to sense what the community desires, but he is concerned to plant in the mind of the community the things which he knows from his wider training and better experience to be the things which that community needs. One of these days we will waken up to the fact that school superintendent and school principal should be, in the full sense of the word, a leader of the public thought and opinion in the community where he works, and the school house must increasingly becoming the center for all of the discussion of every practical and sensible problem with which that community has to do.

Now, my friend Houck has said some strange things to you this afternoon. The fact of the matter is, that unless your educational system puts a larger loaf of bread on the tables of the working people of the Commonwealth, your school system is scarcely worth the support which you ask the people to give it, and in these school buildings, to my mind, we shall have to work out one after another, the problems that will bring increased reward for effort; and increased happiness and prosperity to our people in Pennsylvania. You will look after a while into the home and school movement as the type of the thing which in a larger way, as the years go by, will increase your attention and demand your support and leadership. You will be surprised at the questions that arise to be discussed with the people. Among other things is this simple fact, that wo do not grow enough eggs to feed the people of Pennsylvania. We are buyers of eggs from outside. Now, what this State wants is more hens and more henneries like Henry Houck, because, following the thought that I have in mind, when we once put the service of the school to the home of the people, and give practical answers to the everyday inquiries of the home, our schools will begin in a new way to serve the community and to broaden the outlook of our people. Within a fortnight we have had a great illustration of this, for in New York City, at the meeting of the

Pennsylvania Society, there among the speakers was that brilliant educator-statesman from the Argentine Republic, Signor Naon, who stood before that group of 1200 Pennsylvanians and plead with them, argued with them, entreated them to bring the products of the mills of Pennsylvania to the markets of the Argentine Republic, beseeching us with all the eloquence of his Spanish ancestry to do something, now that this unfortunate war had broken the commercial roads of the Argentine—to send there and get from them the money which they are willing and anxious to pay, in Pan-America alone to the extent of $600,000,000, in exchange for goods that we can make and do make readily and easily in Pennsylvania. What is in the way? First, while 10,000,000 people under our flag do their talking in the Spanish tongue (practically one-tenth of our whole population) we are doing nothing in our schools to teach that language to our people. If we want the trade of Pan-America we want the languages of the commerce of Pan-America, the language that will open 100 ports to the people of America. The language which, as a result of this unfortunate war, may once again become what it was four hundred years ago, the language of diplomacy for the nations of the world. We ought in some way to be seeking that trade and training our people to meet it. Down in the little orphanage, for it was a small one then, in the City of Philadelphia, founded by the great merchant, Stephen Girard, in the early years, Spanish was taught to the boys and for more than sixty years the coffee trade market was conducted by boys from Girard College. As an illustration and a hint to those of us who are still drumming away on languages which we think have a cultural value—when we might also with other tongues give the same culture to our children and give them a relation to industry throughout the world. There are other illustrations just as pointed as the one to which I have invited your attention. The fact of the matter is that next to the vital purpose of training our people to live together, the business of the school is to train them to work together, and in working to put the skill and genius of their inherited American training into the industries of our great state and country. I want you to think about it. There are those who think it cannot be done, that there are too great difficulties in the way. Anything, ladies and gentlemen, that is worth doing can be done, and those of you who do not sense it that way had better make way for those who will.

Now, there is another thing to which for a minute I should like to invite your attention. These schools of ours in Pennsylvania are not only set in the community to train our people to live together and to work together, but they ought to train our people to think together. Surely you agree with me that somehow in the alchemy of the school we ought to be refining the product in brains and character that would react substantially the same under similar conditions, for the very strength of our State and the power of our Union lie in the fact that, thinking together, we understand each the other's thought. As I have gone around and worked with teachers throughout this country, I have frequently pitied them when I was tempted to unload upon them a new educational theory. We are a people crazed with educational theories, and about the only ambition that some so-called educational leaders have is to do and say something different from the thing said and done before. Keep your schools near to the people, and remember that the school is a more important agency in this Republic than army and navy combined, and that if the time should ever come when this country needs either in a defensive or offensive way to defend its sacred honor, the character and the genius of our people, taught and systematically trained in the school, is the asset which will make armies and make navies. Take her little schoolhouse, and the home, and the pulpit in the country church, it is through these agencies that we are breeding the kind of marksmen that know no wavering. When we traveled over this state recently, in some of the counties, as Mr. Houck knows, sometimes miles and miles from town, on the way over the mountain, in the bend of the road, we would see a little frame school house, and sitting in the doorway at the recess hour or noon hour a modest girl perhaps not yet out of her teens, and around her a group of fifteen or twenty children playing under her kindly supervision. Somehow it was hats off and moistened eye and consciousness that right there, without any reward save that which came up in her own soul, that little school marm was doing the most splendid service that is done anywhere for this Republic. It is well known to those of you who have charge of city schools that much of the blessing and help that comes from them, comes from the woman and man trained in the country, where he has to fight against unfavorable conditions, which train his mind and chasten his spirit and give him the courage and power in the city to do right. Down in Philadelphia the janitor cleans the school house and does all those things which as a boy teaching school I had to do for myself, and somehow I am glad that I had that experience for it helped me to see, to understand, to appreciate, to love the people who in the rural counties of Pennsylvania, under unfavorable conditions, are really training their children into superb men and women.

Now, for those of you who are in the city schools where by reason of close organization and constant supervision, you and you alone in these large centers of population have the opportunity to save this Democracy of ours at the very point where, if ever it breaks, it will break. It is a well known statement, and it needs no word of mine to bring it to your attention, that if this government, that was set up in Philadelphia more than a century ago, and which we call the Republic of the United States of America, if it is ever to fall, it will fall in our great cities, and fall there because of the unsocial tendencies that spring up in those great centres of population; where people living on either side of a six-inch brick wall do not even know each

other's names; where the whole life of the city sweeps in groups and eddies and clans and factions, and where the public school alone is the one hope for this great country of ours. Teach them if this country is to endure as a democracy it will endure upon the common interest of the common people in it, and the school house is the forum where that is to be inculcated and that doctrine set in the minds of the people. As I leave the superintendency of Philadelphia, there is no thought that gives me greater concern than the use of the great $30,000,000 school plant by the people. Eight years ago at night it was dark, and I thank God that in the past eight years its doors have opened and its lights have given a welcome to the people, and 200,000 of the people of Philadelphia spent hours of instruction and recreation in their own school house, and this is but the beginning of larger things to come. The thing, whether you teach in the city or country, is to keep the school close to the hearts of the people, and help to train them to want the right things from the school, for it is my own honest judgment that when once the public understands what things are right they are always ready to stand with you for it.

Now, I just want to say this, I would like to be invited back here to this association just as long as you can get Henry Houck to introduce me, which I hope in the Providence of God will be many, many more years to come. What a benediction he has been to us all these years, what an inspiration, what a help he has been. Why, great big lubberly boy that I am, I am not ashamed to say that I love him with my whole heart, and all of you here this afternoon, in your devotion to him, and to your State Superintendent, Dr. Schaeffer, and the Secretary of your State Board of Education, Dr. Becht, and to your State Board of Education, which comes here to see how its junior member is going to behave this afternoon—your devotion to these will leave memories and inspirations in your own lives that you will be glad of years and years hence, when those of you who are young in the work now will look upon the incoming host, and wonder what kind they are. Thank God for the teachers of Pennsylvania. It is a privilege to know them, and to have lived with them, and to live with them always, as I hope to do.

RECEPTION TO THE GOVERNOR-ELECT.

An intermission was then announced by President Shaw to give opportunity for an informal reception by the newly-elected Governor. Everybody was glad to take him by the hand, as the line passed on, and to congratulate him upon his new honors and responsibilities. It was for the most part, the hearty greeting of old acquaintances, Dr. Houck, re-elected to succeed himself as Secretary of Internal Affairs, of Pennsylvania, was in his happiest mood, and shared with his chief the honor of this hearty reception. It was the greatest impromptu reception ever known in the long history of the Association.

Miss Janet McElroy, of Pittsburgh, at this time rendered several violin solos, which were heartily applauded.

The subject for discussion for the afternoon and evening papers was "Standards in Education—Material Phase," and the first paper on this subject was read by Dr. W. C. Bagley, Professor of Education at the University of Illinois. His remarks were as follows:

PHYSICAL EQUIPMENT OF THE SCHOOL.

Standardization in education is a fascinating theme. We have long felt that one of the obstacles to real professionalizing of educational work lay precisely in the relative absence of definite standards that would be comparable to the diagnostic tests of the physician or to the tests which the engineer may employ in determining the strength of materials, or to the Babcock test, by means of which the farmer determines the amount of butter fat that his cows are furnishing. Professonalism today seems to go hand-in-hand in a quantitativ technique. And we have certainly caught this quantitative spirit in education. We feel that if we can reduce our problem to the attainment of results that are quantitatively measurable, we shall have gained the Promised Land.

Always the easiest thing to standardize is a thing or a process that is purely material or mechanical; and so, in education, we have first proceeded to the standardization of school buildings and school furniture and school apparatus. And just now we are proceeding to standardize certain educational products, and have made a promising beginning with more or less mechanical products, the habit or skill outcomes of teaching, such as skill in handwriting, facility with number combinations, and the automatic mastery of vocabularies for reading and for spelling. Certain of my friends who are enthusiastic standardizers assure me that this is only the beginning, and that the time will come when every process of education will be reduced to quantitative terms; when, to be concrete, the educator will take the child at any level of his development, subject him to a few diagnostic tests and measurements, and then write out a prescription: so many units of arithmetic at such and such intervals; so many units of geography; so many units of music, specifying the kind; so many units of manual training; and so on through the list. If the child needs drill it will be prescribed in the proper doses; if he needs instruction he will get it in the right amounts; and if he needs inspiration that too, my friends tell us, will be reduced to rule of thumb. I have sometimes wondered what the unit of inspiration will be. Shall we speak of an ohm of inspiration, one of a foot-pound, or shall we reel it off by the yard? or shall we use some great inspiring character of literature or history and speak of so many Sidney Cartons of inspiration, or so many Ophelias of inspira-

tion or so many Napoleons? My friends do not seem to be perplexed. They believe that the unit will be forthcoming. And perhaps it will—I shall not gainsay them. Of one great advantage I am certain, however. In making standards in drill subjects, the standardizers have had much trouble in getting at what they call zero-points,—a sample of handwriting, for example, which is just no handwriting at all, or a sample of drawing which is just no drawing at all. I am sure that there will be not the slighest difficulty, however, in finding an absolute zero of inspiration.

Indeed, when your chairman asked me to discuss physical standards in education, I felt that my discusson might well be taken as a case in point. And that is one trouble with the whole matter of standardization. I have said that our physical standards are pretty definitely established and when standards are once established they cease to be exciting themes. Like all quantitative things, they have an irritating tendency to become prosaic, routine, matter-of-fact. Necessary and invaluable though they are, they are not exciting. To be exciting there must be an element of uncertainty about things, and the very essence of standard is its certainty and inevitableness. It would take 99.9 per cent. of the fun out of life if everything were so thoroughly standardized that we could predict with certainty what would come next. There is no danger that this will happen, but the fact illustrates one of the difficulties in discussing standards that have become well established.

I speak feelingly and advisedly on this matter. For some years past it has been my duty to instruct prospective teachers and principals and superintendents of schools in these physical standards, and while it is the simplest course that I teach,—perfectly definite and readily understandable—it is the hardest course that I teach. I am enthusiastic over it myself, for it seems to me that here we have something in educational science which *is* certain and definite. Here are some problems that have been solved, and all we have to do is to pass the solutions on in a final form to our students. These are conquests of the past which will lighten the labors of the present and the future. But pupils and students who have passed a certain age do not like things that are settled and solved. They resent the experience of others; they like their own problems; they like uncertainties. And always I suppose some of the heaviest work of teaching will be just this point: getting more mature pupils and students to assimilate and profit by the garnered and winnowed experience of the ages. As some one has put it metaphorically:

"In the great laboratory of life each newcomer repeats the old experiments and laughs and weeps for himself. We would be explorers though every highway is mapped and every by-path has its guide post. Helen of Troy will not deter us, nor the wounds of Caesar frighten, nor the voice of the king carrying Vanity! from his throne, dismay. What wonder that the stars that once sang for joy are dumb and the constellations go down in silence!"

And so I find it difficult to get up very much enthusiasm over the fact that the least permissible proximity of any building to any school building is twice the height of said adjacent building. Nor is the enthusiasm perceptibly increased when I point out that the aspirating ventilating flues must be sufficient in number, diameter and draught to exhaust 100,000 cubic feet of air each hour from each classroom. These facts are valuable, they are well established, but they are not exactly exciting.

Not long ago there came to my attention the effort of some one who, like myself, had experienced this difficulty of teaching these physical standards. He had adopted, evidently in desperation, an old and practically forgotten pedagogic device. He had evidently got hold of some of the rhyming geographies that were published early in the last century, in which the facts to be learned were reduced to rhyme and rhythm. This is not a bad device when facts have to be learned, so to speak, by main strength and awkwardness. It has good psychology back of it. You yourselves doubtless recall a dozen times a year and with efficient results the lines beginning. "Thirty days hath September." And four generations of our colonial forebears waxed intellectually strong and morally robust on the rhymed couplets of the New England Primer, beginning with that cheerful reminder,

"In Adam's fall
We sinned all."

So the person in question had good authority for his attempt to reduce the physical standards of education to rhyme and rhythm. The rhyme is often disjointed and the rhythm in many of its meters is positively rheumatic; but leaving out of account these defects (for which indeed, he also had excellent precedent), his crude verses might, I think, do something to solve his problem. I am sure that they were seriously intended, even if their crudities sometimes suggest another attitude. Take, for example, this one:

"To sit for hours and not be tired
A seat that fits is first required.
Flat on the floor the feet must rest,
The desk must not compress the chest,
And yet to have the writing neat
The desk must overlap the seat.
But two good inches 'minus distance'
Will give good posture some persistence."

The way children sit in school! A paltry theme, you may say, upon which to expend even misconceived poetic ambitions. One who feels the stirrings of the muse might at least essay, if not an ode to Parnassus, at least a sonnet on his lady's hair-ribbons. But the sitting posture of children in school is certainly the acme of the prosaic and the commonplace! I wonder if it is. There are some eighteen million boys and girls who, during the present year, will sit in our American classrooms for from four to six hours each day, for five days each week, and four

weeks each month and nine or ten months during the year, in these same school seats—and for six or eight or twelve years in the life of each one of these boys and girls, these sitting adjustments will be repeated and continued. Twenty-five per cent. of desks too high (and this is not, in my opinion, an excessive proportion in the schools that I have seen)—twenty-five per cent. of these desks too high will mean a risk this year that some four million children will have permanent lateral curvature of the spine. Twenty-five per cent. too low will mean a risk that four million will have stooped shoulders and hollow chests. Seats too high will mean children "hung up" with their feet dangling, and the arteries of the thighs constricted; seats too low will mean a cramped discomfort, a tired back, more round shoulders and more flat chests.

A grammar school principal once told me that he spent nearly all his time for two weeks three times each year adjusting the seats and desks in his school. He did not ask the teachers to do it. He did not leave it to the janitors. He did not have it done by rule of thumb. But while the pupils were at their work he went from seat to seat with the adjusting tools, seeing that each pupil was properly fitted. And then at the opening of every term he gave careful demonstration of correct posture, and saw to it that the right habits were established and persisted in. And finally he inspected each time table to make sure that each pupil had occasion for frequent change from seat to construction table or to blackboard or in physical exercises.

Personally I believe that this principal earned his salary for at least six weeks each year. When I think of the thousands of dollars of public funds invested in adjustable desks that are never adjusted, and when I think of the thousands of children who are continually maladjusted in posture, I quickly conclude that even doggerel poetry that might stimulate more attention to this standard is thoroughly justified. And perhaps if real poets would direct their talents to idealizing, some of these commonplace themes that affect the lives and health of millions of school children, we could dispense with a few odes to Parnassus or sonnets to their lady's hair-ribbons.

Another set of rhymes is a little more ambitious. It states with a little circumlocution some fairly well standardized facts about the elementary classroom constructed to accommodate from 40 to 50 pupils.

"The standard classroom of a school
Must be constructed by a rule.
In feet the length is thirty-two;
In feet the breadth is twenty-four;
The windows best let daylght through
If ceilings are, above the floor,
Not less than twelve feet in the clear.
Too high they must not be for fear
The stairways would be long and steep.
Again, if ceilings are too high
The vacant spaces multiply;
Economy is thus defeated
For vacant spaces must be heated."

For the construction of schoolhouses he might have added other standards of equal or greater importance, but I have no doubt that his intentions were good, and that he simply ran out of rhymes—a fate which has brought better poets than he to a temporary halt. But I wish that, in the interest of the eighteen million children before mentioned he had said something about fire-proof construction on all new buildings, fire-proof stairways in all building that are otherwise fit to be used, completely insulated or better isolated furnace-rooms, and the sudden and complete demolition of all recognized fire-traps, even if children have to go to school in tents while new buildings are being constructed. I honestly believe that every man whose memory runs back seven years would contribute the savings of a year rather than read again the harrowing regrets of a Collinwood tragedy. Certainly the sum that he would give if he knew that a similar fate impended for his own children would be limited only by what he could raise by a mortgage on everything he possessed, including his own life. And yet, so long as a single fire-trap exists among our schools (and I found three out of six in a small city whose schools I recently visited)—so long as a fire-trap exists among our schools, somebody's children are imperiled; and so far as they are school children they are not only somebody's children—they are the children of the state,—and the state that compels them to go to school must carry out its part of the contract by insuring through every known device and at literally any cost (although the cost need not be inordinately high) their health and their safety. Let us economize on our court houses and our city halls and even our public libraries if necessary, and by all means let us economize on cheap adornment and on all manner of filigree work. Let us economize on that bizarre type of interior decoration sometimes seen in the entrances and foyers of our schoolhouses, and which an artist friend of mine identifies as belonging to the "early-Pullman and late North-Atlantic liner type." But let us not economize on safety and health in constructing schoolhouses.

Our friend the rhymester, if his rhymes had held out, would have added a couple or two, I am sure, on the evils of building schoolhouses more than two stories in height, and of having basement classrooms, or basements at all, for that matter, below the ground level.

On the subject of light, our rhymester is more fluent:

"Concerning how much light and whence
The light should come there's evidence
That window space to space of floor
Should be in ratio one to four.
But here and there where sunlight sticks.
And clouds are few, and skies are fair,
Perhaps we might say one to six,
But make this compromise with care—
Of *too much* light *no* room's accused
In case the light is well diffused.
From walls there must not come a glare
A tint of green is best found there.
Translucent shades, opaque shades too,
But make Venetian blinds taboo."

And having disposed of a whole chapter of school hygiene in fourteen lines, he proceeds with a more difficult problem:

"From left and rear the light should come,
Although from left alone say some,
For those who write right-handed, light
From left alone is surely right.
But three per cent. you'll find more deft
When they are writing with the left.
Thus, while the many fit the norms
That we construct to meet their needs,
The few are sacrificed to forms
That cramp their growth and sow the seeds
Of nervous strain;—if we refuse
Left-handed children right to use
Left-handed tendencies to write
As nature dictates, we invite,—
Although supposed to have our senses
The most untoward consequences."

The untoward consequences referred to are, I am sure, well worth noting. The great trouble with standards is that they are necessarily constructed upon the basis of average needs. Ninety-seven per cent. of all children are naturally right-handed, and it is quite just that they should have the first consideration. So we light our schoolrooms from the left, and we construct our desks with right-handed ink-wells, and our benches with right-handed pad-holders. And of course the disadvantage goes beyond the school. The three per cent. of left-handed people have a pretty hard time all through life. If they wish to play golf, he must buy special left-handed clubs; if they wish to drive a six-cylinder automobile they must use right-handed levers to shift the gears and throw the brakes; telephone receivers are hung so that the right hand may be used for writing the message; even the etiquette of the dinner table requires that the fork be held in the right hand. In fact, the only place that I can think of where the left-handed man is at an advantage is on the baseball diamond where the so-called "Southpaw" seems at last to come into his own.

In consequence of this overwhelming attention to the needs of the dextrous individual this odd fellow by nature is often encouraged in childhood to crush his left-handed instincts, and acquire dexterity at any cost; and here is where the untoward consequences may appear. No one knows precisely why it is that the relationship holds, but recent investigations seem to prove conclusively that no small proportion of stammerers and stutterers stammer and stutter because they were forced to be right-handed when Nature told them to be left-handed. Some say that it is due to the close proximity of the motor center of the brain and the center that controls vocal speech; and it is true that these two areas do lie close together; but whether this or something else is to explain the matter, the facts can no longer be reasonably doubted.

Stammering and stuttering are generally looked upon as purely nervous disorders. In any case, they are serious enough to impel us to take every precaution to prevent them. I have often thought that we should provide in each classroom two or three desks for left-handed pupils—placing them at the rear of the room and turned toward the inner wall so that the light from a rear window would come over the right shoulder. Undoubtedly this is done in some schools, although I have never seen such an arrangement.

Our rhymester's plea for at least one rear window is justified in part by this need of providing for left-handed children good light, free from cross shadows. He might have added another function that rear-windows may be made to fulfill if be had turned his muse toward the ever-present problem of ventilation. The whole theory of ventilation seems itself just now to be very much "*in* the air" rather than *of* the air, as a good theory ought to be. Here, indeed, the standards that we thought pretty well established are just now fighting for their lives. Until recently the ventilating engineers attempted to construct ventilating systems that would renew the air of classrooms completely every so often without at the same time producing perceptible draughts. Then came some investigatiors who demonstrated that the danger from foul air is not so much from the carbonic acid gas as from the fact that it is usually dead and still and, not uncommonly, in our school houses during the winter months exclusively dry and parched. So the present tendency is not to fear perceptible draughts if they are not too severe, and not to fear carbonic-acid gas so much as dry, parched air. The heating experts formerly fixed a stationary temperature of about 68 or 70 degrees Fahrenheit as their ideals, but now some believe that temperatures that oscillate a little are better than stationary temperatures.

In any case, our former standards of heating and ventilation are being questioned rather seriously and there are some signs that they will be rather extensively modified to meet the new facts that are being discovered regarding the intimate relation of bodily heat to health and comfort. Not only does good ventilation seem to be necessary to supply oxygen to the blood through the inflation of the lungs, but somewhat perceptible air currents seem to be necessary to provide for what the physiologists call perflation,—the process of removing from the immediate surroundings of the body the blanket of dead air that has gathered, and replacing it continually by fresh air that will have an appropriate influence upon the delicate and yet highly efficient mechanism by which bodily heat is so nicely controlled. It is the needs of this vaso-motor heat-regulating system that are coming now to be recognized. Hence perhaps another reason why our friend should seem to recommend windows at the rear of the room as well as at the left. A school architect told me not long ago that the ventilating systems of the near future would, in his opinion, make larger and larger use of window ventilation although, of course, the fan system will still be retained.

Our rhymester, however, does not commit himself on this matter, but he does show relative up-to-dateness in his condemnation of dry air; although here, I regret to say, he

makes bold to use a crude street phrase that jars a little on our academic ears. None the less, I think that you will agree with me that it forces home the issue:

"If you'd avoid stupidity
And cultivate lucidity,
Look out for the humidity!
Good humid air will clear your head—
And also keep you out of bed—
For mucous membrane dry and thin
Will crack and let bacilli in—
The dry air dries out nose and throat
Until the microbes get your goat."

While on this theme of infectious diseases, he might have gone further, for here we have standards and certainly need to apply them. We are attempting in many ways to overcome the evils of retardation and of the consequent early elimination; and one of the most, if not *the* most, significant cause of retardation lies in prolonged absence from school, and the most notorious sources of prolonged absence are the infectious diseases peculiar to childhood. When we remember every case of diphtheria, scarlet fever, mumps, measles, and whooping-cough means an absence from school of from three to eight or more weeks, and that other children in addition to those actually infected must be quarantined for periods that are sometimes nearly as long, the significance to educational economy of stamping out these diseases is obvious enough. It is a matter of statistical demonstration that absence up to 25 successive days leaves the pupil only four chances in ten that he will make his grade; absence up to forty-five days leaves him just five chances in ten. At fifty days absence his chances are reduced to two and one-half in ten. All of which seems to show that the most promising attack on retardation is a concerted movement against the infectious and contagious diseases of childhood. Every slightest gain here is significant, even if it is nothing more than destroying the prevalent notion that children must have some of these diseases.

And, after all, quantitative standards *are* important things. The more of them we establish on this physical side of education and the more we apply intelligently those that we have, the greater the margin of time and opportunity that will be left for those processes that we cannot standardize. And I have little fear but that, however far we may carry our standardizing work, there will still be enough of this margin left to keep us happy with mysterious processes and unsolved problems. Maybe my friends will succeed in standardizing ideals and aspirations. I do not know, I am just healthily skeptical. As some one has said, "I do not know" is one thing; I do know *not*, is quite another—even if some people fail to discriminate.

The next speaker on the program was Dr. W. E. Holbrook, of Choctaw, Arkansas, upon

TRAINING RURAL BOYS AND GIRLS IN SYSTEMATIC ACTIVITIES.

Mr. President and Ladies and Gentlemen: My attention was once attracted to a lone cornstalk which grew by chance in my father's garden. From day to day this stalk thrived on the rich soil from which it drew sustenance. The small cornstalks in the field were puny in comparison, and we were compelled to admire this lone stalk as it towered above the other garden products. But, when the harvest came we gathered the ear. It was all husk and silky cob, with a grain here and there, while the little stalks out in the field made the bread that fed the world.

I fear that our rural schools have been conducted too much along the lone cornstalk line. In conversation with a man the other day, in one of my rural communities, he stated that his school district has sent forth some stars,—men and women who are making their mark,—but that the school and the community are nothing like as lively and intellectual even as they were a decade or a generation ago. Is this generally true? We have in our rural vicinities boys and girls who are going to figure in the future affairs of our country, and upon them we are directing our efforts, and to them we shall point with pride that our efforts as teachers have not been futile and our schools not mere vanity.

Even now we hear the cry, "Educate the bright boys and girls back to the farm," but with all our noblest efforts in this direction, many, and perhaps most of all our brightest boys and girls are still going to the cityward. To solve this difficult question, country conditions must be ascertained, and our method of school work adjusted thereto. Let us for a moment note some of the most prominent characters that the rural teacher has to deal with.

First, is Mr. "Bell Wether," a man with democratic pretensions, aristocratic propensities and theocratic tendencies. His opinion has been allowed to dominate the affairs of the community for a generation. He is frequently surrounded by a coterie of sons, renters and sons-in-law, who passively rotate about this axis of human diction. His offspring are in the rural school, with this environment and these tendencies as their only heritage, to be moulded into social factors.

The second is his brother-in-law, Mr. "Rule-or-Ruin." We distinguish this gentleman from the former. He is a braggadocio, and takes pleasure in thumping mules, kicking innocent hounds and cuffing children. His civilized attributes are more from the fear of punishment than the hope of reward. His offspring are in this school to be moulded into social factors.

The third is Mr. "Easy-Goer." This man is complimented by his neighbors as a man who attends strictly to his own business, as high a compliment as one could merit in a rural community (what if all the community were of this type). It is perfectly agreeable with him for anybody to teach his school, for anybody to pastor his church, for taxes

to be voted up or down. He never contributes anything unless his neighbor insists. He never founds an institution for good or bad, nor fosters one founded by another. His offspring are in this school to be moulded into social factors.

The fourth is Mr. "Dimmy-Crat," a man who glories in the principles of his political party, and has an eye of suspicion askance at all persons of a different political complexion. They are rascals, and he has had so many tilts with them about election time, and his political feeling ran so high. His offspring are in the school to be moulded into social factors.

Fifth is Mr. "Modern-Pharisee," the cousin of Mr. "Dimmy-Crat." This character is read up in the creeds of his church, regarding as belonging to his Satanic Majesty all those who hold to another creed, because they cannot interpret holy writ as they might through his eyes. Heated discussions wax, and feelings are engendered that preclude possibilty of harmony on any other proposition, however vital. His offspring are in this school to be moulded into social factors.

The sixth is Mr. "Sour-Grouch." He has an acid reaction on alkali and an alkali reaction on acid. Something in the church does not suit; he quarrels with the school board, and finds fault with the teacher and the preacher. His children never hear a word of kindness; his wife would find rest in the lower regions. Querulous and choleric, he sends his offspring to this school to be moulded into social factors.

The seventh is Mr. "Tight-Fist." He does not oppose anything that will enhance the value of his property in the community, but all means call not on him to contribute one penny. The prehensile tendons of his fingers have attracted all the vitality from the extensile tendons. To him book companies are robbers; children are prodigal; taxes are astounding; school teachers receiving $40 a month are exorbitant; preachers never preach the gospel, but cry for money, and the whole world is "on the beat." His offspring are in the school to be moulded into social factors.

These, with the daughters of Sister "Tell-Tale" constitute our ordinary assortment of raw material. Sunday school was organized one fine spring morning, and had a large attendance for a few Sundays, but one day Brothers "Modern-Pharisee" and "Rule-or-Ruin" got into an argument, and the Sunday school soon died.

We believe that in our schools in Northern Arkansas, over which I have supervision, that we are partially solving this problim. These are the forces that we use—athletics, social improvement clubs, singing quartettes, etc., but cannot detail our work in all these, and a few suggestions will be sufficient.

Games are excellent, particularly for training the co-operative spirit. The sons of Mr. "Bell-Wether" are made to feel equal or sometimes of less importance than their inferiors in social standing, and the sons of "Rule-or-Ruin" learn to keep their passions within due bounds, while the sons of "Tight-Fist" must contribute their mite if they participate in the events. But the most important feature is the team work. These various sons plan together, train together, make sacrifices, obey their captain and keep up their spirits in time of defeat. It furthermore cultivates the spirit of loyalty and local pride, and all other interests are merged to the single purpose. Each of our schools has an athletic association, arranges games, sends student representatives, and confers with the president, or with the whole body of their association. A lifetime fellowship is welded. Let me suggest, however, that athletics should have wise direction, and behind it all should be the strong personality that teaches the square deal and fair play.

But the factor most effective in moulding these particles into a homogeneous man called Society, is our literary club. It is here the young men and young women learn to expedite and to manage public business. They are trained in the elements of parliamentary usages, and they learn to select men for officers because of their fitness for the position.

It has been my pleasure to see the result of this kind of training on the citizenship of the community. Some of these boys and girls have married and settled down in the community for life. They are active in Sunday Schools, clubs, and everything that tends to promote the interests of the community. Those who locate in other communties are felt from the first. They understand how to organize the forces in the community for good. Ask anyone of them today where he got that ability, and while he may attribute some of it to his correlative reading he will tell you for the most part he got it in his school life. The teacher who has failed to utilize these tendencies has neglected a vital opportunity. This will give vigor to school life. It will relieve the spirit of drudgery that so often exists in the country homes, more especially among the mothers; it will reduce the number of divorce suits; it will harmonize religious schisms; it will supplant the drinking habit as a token of fellowship; it will mitigate the prejudice or envy of countrymen toward town folk; it will vitalize our lives.

TUESDAY EVENING.

THE exercises were opened with selections by the Weber Male Quartette of New York, whose good work was heartily applauded.

REPORT OF COMMITTEE ON RURAL SCHOOLS.

Vice President Harman who was in the chair, introduced State Supt. Nathan C. Schaeffer, chairman of the special committee on Rural Schools appointed under resolution adopted last year, who presented the report of this important committee in a pamphlet of more than one hundred pages. He said:

As chairman ex-officio of the Committee on Rural Schools I herewith submit our

printed report. Every one of the Recommendations printed at the beginning of the Report received a majority vote and several a unanimous vote, but no member of the Committee should be held responsible for each and every recommendation as if all of them met with his entire approval. The Report as a whole is respectfully submitted with the request that the same be received for such action as the Pennsylvania State Educational Association may see fit to take, and with the further request that the Committee be discharged from further service.

On motion, the report was received, and the committee discharged with the thanks of the Association for having done so carefully and so well the arduous work entrusted to them. The recommendations of the committee spoken of by Dr. Schaeffer are as follows:

1. That Section 1211 of the School Code adding $5.00 per month to the minimum salary of teachers be made operative by the necessary appropriation.

2. That the Legislature provide the funds for paying the salaries of the assistant county superintendents.

3. That the County Commissioners be required to furnish by law the office of the County Superintendent with a telephone, a typewriter and with an executive clerk, who shall also be an expert stenographer.

4. That special assistance be given to rural districts which cannot secure the needed funds for the erection of better buildings and the maintenance of their schools during a term of seven months.

5. That in any revision of the present system of taxation State uniformity of taxation for school purposes be carefully considered.

6. That the county unit of school administration be adopted so far as feasible including county uniformity of taxation for school purposes and that a small country board of education be elected at large with the following powers: 1. To levy a county school tax. 2. To elect the county superintendent of schools and his assistants. 3. To have general supervision of attendance officers throughout the county. 4. To furnish supplies at the expense of local boards, when they fail to do so promptly. 5. To fix the boundaries of local school districts regardless of township lines. And that all other powers now conferred by the school code upon local authorities be exercised by local boards.

7. That all re-elections of supervising principals be subject to the approval of the county superintendent.

8. That local school boards be encouraged by adequate means to organize night schools for foreigners in all districts where such schools are needed.

9. That the present system of county institutes and county directors' conventions be continued and that the programs be made helpful rather than entertaining.

10. That the efforts of teachers and county superintendents to establish social centers in rural schools be highly commended.

11. That the compulsory education laws be futher amended so as to reach more effectively the unemployed between 14 and 16 years of age, including the provision of attendance officers not members of school boards, and the requirement that the employment certificates of children between the ages named be returned immediately to the school authorities whenever employment ceases.

12. That the normal schools provide courses on the improvement of rural life as well as courses in agriculture.

13. That the normal schools provide one room rural schoools for observation, experiment and practice teaching, such model schools to be located in the open country convenient to the normal schools.

14. That one of the following plans for furnishing more trained teachers for the rural schools be adopted: 1. An increase of the facilities for training teachers in existing normal schools. 2. An increase in the number of state normal schools. 3. Empowering high schools approved by the state board of education to add post-graduate two-year courses for training teachers, such courses to be under the supervision of the state department of public instruction.

15. That the establishment of rural high schools with departments for teaching agriculture and domestic science be encouraged by a larger appropriation.

16. That the provisions of the Smith-Lever bill for agricultural extension receive the hearty support of all school officials in Pennsylvania.

17. That the plans for one-room, two-room, and three-room buildings he brought to the attention of school directors and rural committees.

18. That state appropriation be withheld from districts in which school buildings and grounds are not in a thoroughly sanitary condition.

19. That medical inspection be made obligatory in all rural districts and that wherever possible school nurses in the employ of the school board visit the home to secure proper medical attention to the children in need of help.

20. That the State Educational Association appoint committees for a thorough study of the following problems: 1. The distribution of state school funds. 2. The training of teachers for rural schools. 3. The standardization of the rural school plant.

The resolution under which this committee was appointed is here given, and the action of the committee in determining subjects to be reported upon and the distribution of the work among its members.

At a meeting of the Pennsylvania State Educational Association held in Pittsburgh, January 1, 1914, the following action was taken:

Resolved, That the incoming President of this Association be and is hereby authorized to appoint a committee of five persons to

be known as the Rural School Committee of Pennsylvania, whose duty it shall be to make a complete, up-to-date study of the conditions and needs of our rural schools, including the adjustment of industrial education to the needs of small communities; that this committee shall be composed of two superintendents, one representative from the University of Pittsburgh one from the University of Pennsylvania and one from State College, with Dr. Nathan C. Schaeffer, Superintendent of Public Instruction, as chairman ex-officio, and that an appropriation of $1,000 or so much thereof as may be necessary be set aside from the treasury of this Association, to pay the legitimate and necessary expenses of this committee.

State Supt. Nathan C. Schaeffer, Chairman; Dr. Raymond W. Sies, University of Pittsburgh; Dr. Louis W. Rapeer, State College; Dr. Harlan Updegraff, University of Pennsylvania; County Supt. G. B. Milnor, Muncy, Lycoming county, and County Supt. Frank A. McClung, Butler, Butler county, were this committee.

By correspondence the committee agreed upon the following topics for consideration.

1. The County Unit vs. The Township Unit of School Organization and Administration.
2. Valuation, Assessment and Taxation.
3. Sources of Revenue for Rural Schools. Taxes and Loans. State Appropriation and its Distribution.
4. School Sites, School Houses and School Equipment in Rural Districts.
5. Health, Sanitation and Medical Inspection in Rural Districts.
6. Rural School Recreation and Playgrounds.
7. Consolidation and Transportation.
8. Child Labor and Compulsory Attendance.
9. Teachers and Teaching in Rural Schools. Certification of Teachers.
10. Supervision of Rural Schools.
11. Ungraded Schools and High Schools. The School Program.
12. The Course of Study.
13. Agriculture, Household Economics and Industrial Education.
14. County Institutes, Local Institutes.
15. County and State Conventions of School Directors.
16. School Libraries.
17. Janitor Service in Rural Schools.

The first regular meeting of the committee was held in Pittsburgh on September 29, 1914, at the rooms of the Board of Education. Supt. E. M. Rapp of Berks county; Supt. Samuel Hamilton of Allegheny county; Supt. R C. Shaw of Westmoreland county, and Prof. E. W. Chambers were present by invitation. All the members of the committee were present.

State Supt. Schaeffer made a preliminary statement of what had been done in the way of legislation and appropriation for the rural schools. After a lengthy discussion the various topics were assigned as follows:

Dr. Raymond W. Sies; The County Unit *vs.* The Township Unit of School Organization and Administration. Consolidation and Transportation.

Dr. Nathan C. Schaeffer: Valuation Assessments and Taxation. Sources of Revenue for Rural Schools. Taxes and Loans. State Appropriation.

Supt. G. B. Milnor: School Sites, School Houses and School Equipment in Rural Districts.

Prof. Louis W. Rapeer: Health, Sanitation and Medical Inspection in Rural Districts. Rural School Recreation and Playgrounds.

Supt. Frank A. McClung: Chlid Labor and Compulsory Attendance. Ungraded Schools and High Schools.

Dr. Harlan Updegraff: Teachers and Teaching in Rural Schools. Certification of Teachers.

Supt. Samuel Hamilton: Supervision of Rural Schools.

C. D. Koch: The Course of Study.

L. H. Dennis and Millard B. King: Agriculture, Household Economics and Industrial Education.

Dr. J. George Becht: County Institutes, Local Institutes. Summer Schools.

Supt. E. M. Rapp: School Library. Janitor Service.

The second meeting of the committee was held in Pittsburgh, November 26, 1914. All the members were present. Upon invitation the following were also in attendance: Supt. E. M. Rapp, Supt. Samuel Hamilton, Principal D. J. Waller, of Bloomsburg; Principal A. V. Maltby, of Slippery Rock; High School Inspectors C. D. Koch and W. M. Dennison of the Department of Public Instruction; Millard B. King and L. H. Dennis, expert assistants of the Department of Public Instruction and Supt. R. C. Shaw, President of the Pennsylvania State Educational Association.

The committee decided to print for free distribution eight thousand copies of the report. After free and full discussion the recommendations at the beginning of this report were adopted. The chairman was instructed to edit the report and superintend its publication and distribution.

The contributions and suggestions of the committee and of those who upon invitation agreed to assist, were organized into a

Report on Rural Schools under the follownig captions:

I. *Retrospect,* showing what has been done for rural schools and why the results have been unsatisfactory.

II. *Money for Rural Schools,* including a discussion of loans, private benefactions, state appropriations and local taxation.

III. *School Buildings,* including sites, playgrounds and equipment, consolidation and transportation.

IV. *Teachers,* including the training and certification of teachers.

V. *Child Labor and Compulsory Attendance.*

VI. *Rural School Hygiene, Medical Inspection, Sanitation, Physical Education and the Teaching of Hygiene.*

VII. *The Courses of Study,* including the school program and school libraries.

VIII. *Vocational Education,* including the teaching of agriculture, household economics and industrial education.

IX. *The Supervision of Rural Schools.*
X. *Teachers' Institutes and Directors' Conventions.*
XI. *Conclusions and Recommendations.*

Where this assignment does not indicate the author of a contribution, the name of the writer is given, or the material is from the pen of the chairman.

In conference with Dr. Schaeffer, it was thought best to give full extracts of proceedings. Eight thousand copies having been printed, it did not seem necessary to do more than this. The substance of the report, omitting tables and much other matter, is therefore to be found in the annual volume of the State Association.

Retrospect.—During two decades the Pennsylvania Legislature has enacted the following legislation for the benefit of rural schools:

1. In 1893 a law was passed requiring separate water-closets for the boys and girls and making it the duty of the directors to make provision for keeping the water-closets in a clean, comfortable and sanitary condition.

2. In the same year the annual school appropriation was raised from two to five million dollars. In a few districts this led to an increase of the teachers' salaries, but in most districts either the tax rate was lowered or the money was spent upon expensive charts, useless mathematical blocks and other apparatus of little value. Agitation, ridicule and exposure gradually drove the agents for such stuff out of the state.

3. An additional half-million dollars was added to the annual school appropriation for the purpose of aiding the districts in furnishing free text-books and supplies to all the pupils in the public schools.

4. Up to 1898 the State appropriation was distributed upon the basis of the number of taxable citizens residing in the several school districts. After June 1898, one-third of the money annually appropriated for common schools was distributed on the basis of the number of paid teachers regularly employed for the full annual term, one-third on the basis of the number of children of school age between six and sixteen years, and the remaining third on the basis of the number of taxables returned at the last assessment. Under the system which had been in vogue for sixty-four years, the money gravitated toward the cities and the centers of population. Under the three-fold system more money was paid to the rural districts.

5. In 1903 a law was passed fixing the minimum salary of teachers at thirty-five dollars per month. In 1907 the biennial school appropriation was raised from eleven to fifteen million dollars. The teachers were divided into two classes and the minimum salary per month was fixed at forty and fifty dollars respectively. This legislation gave the teachers in the remotest districts of Pennsylvania better conpensation than is paid to thousands of teachers in New England. The school code enacted in 1911 specified a further increase of five dollars per month but this increase has not become effective because the necessary appropriation has not been made.

6. In 1887 the minimum school term was lengthened to six months and in 1899 it was lengthened to seven months. Under the new school code townships with a population of five thousand or more must have a school term of eight months of twenty days in each month.

7. In 1901 fifty thousand dollars was set apart to stimulate the establishment of township high schools. At the next session of the legislature this amount was doubled. Later an appropriation was made to aid in the payment of the cost of tuition, text-books, and supplies for non-resident pupils in high schools. Three hundred and twenty-four township high schools have been established and are now maintained with courses from two to four years in length.

8. In 1913 an appropriation was made to stimulate the establishment of agricultural high schools in rural districts; and money was also set aside to aid in the payment of the tuition in such high schools for non-resident pupils.

9. In 1901 tuition was made free in State Normal Schools. Since very many teachers in rural districts are trained in the State Normal Schools, this legislation was a distinct advantage to the rural schools.

10. The school code reduced the size of school boards to an odd number of directors, thereby preventing most of the dead-locks by which the administration of the schools in rural districts had been previously hampered.

11. The school code also provided medical inspection at State expenses in all districts with a population below five thousand.

12. Since the rural school is distinctly the County Superintendent's problem the school code aimed to provide Assistant County Superintendents—a provision which has thus far remained a dead letter because no money was provided for paying the salaries of these assistants, the appropriation for this purpose having been twice defeated through the efforts of several of the County Superintendents.

13. The school code also made provision for the free distribution of model plans for one-room, two-rooom, and three-rooom buildings. The code makes specific requirements for the lighting, heating, and ventilation of school rooms and for a definite amount of floor space and air space for each pupil.

14. Provision has been made for county conventions of school drectors by which the directors may be brought into contact with one another and receive ideas and enthusiasm for the betterment of school facilities and school conditions.

15. The transportation of pupils and the consolidation of schools have been placed within the power and discretion of the school directors.

16. Provision has been made for the accumulation of a state school fund, the interest from which can be used to equalize school facilities throughout the Commonwealth.

In spite of this legislation the progress of the rural schools has not been satisfactory. Let us glance at the school buildings and their equipment, at the extent of the training which the

teachers have received, and at the assessment of property and the local taxation for school purposes.

Teachers in Rural Schools.—The rural school is apt to get the teacher who is either a beginner or who can not get a school elsewhere. Higher salaries, long terms, better buildings, and more desirable boarding-places attract the more successful teachers to the cities and towns It should not be assumed that the beginner is always the most inefficient teacher. Native ability and enthusiasm for the work sometimes make up for the lack of professional training. Nor is it safe to assume that professional training can supply the lack of scholarship and lack of natural aptitude for teaching. Other things being equal, the person with special training is the best teacher. So generally is this true that some States require a specified amount of professional training as a condition for getting a school. Some districts make it a rule to fill vacancies by inviting teachers of experience from other school districts. Has the time come for legislation in Pennsylvania similar to that of New York, Indiana and the other States which require special training along professional lines as a prerequisite for teaching in the public schools?

Assessment and Taxation.—The local taxation varies in different sections of the State. The tax rate is not a sure index of the amount of this variation because property is not assessed at its full value in most of the counties. In some counties property is asseesed at one-quarter to one-half its value, in others at three-fifths of its value and in still others from three-quarters to nine-tenths of its value. Hence a high millage is not always evidence of exorbitant taxation. Before any State system of taxing real estate can be made equitable, an equalizing board (like the comissioners in a county) must be created to equalize assessments all over the State.

An inquiry by Dr. R. E. George into the causes of these variations in the assessment of property will be published in the next volume of the Proceedings of the American Academy of Political Science. The Committee deems it a privilege to be permitted to quote the following extract:

Variation in the Assessment of Property.—"This study of conditions in Pennsylvania is based upon an investigation of the methods of assessing real estate in forty-one counties. The information was secured from county commissioners, assessors and tax payers. An endeavor was made to discover—(1) what percentage assessed values bear to real values; (2) what prevents the adoption of full valuation; (3) what arguments are used in Pennsylvania for and against full valuations.

"Of the forty-one counties, four claimed to assess real estate at 100 per cent. of its value; one at 90, one at 85, five at 80, two at 75, three at 70, four at 66⅔, two at 60, four at 50, two at 40, four at 33⅓, one at 30, one at 66⅔ to 75, one at 50 to 80, one at 50 to 70, one at 30 to 50, two at 30 to 40, one at 33 to 40, and one at 20 to 40. This list, incomplete as it is, shows comparatively the small number of counties even attempting to assess real estate at full valuation and the great difference in the percentages adopted by the various counties in the state.

"Nor are these percentages uniformly followed within the counties prescribing them. In most counties the tax officers qualified their percentages by stating that such percentages are always dependent on the judgment of such assessors and that they only represent the aim of the assessing officers. In certain cases it was further pointed out that the country districts are assessed higher proportionately than the city districts and that the large owner of real estate is generally favored in the assessment. In the case of counties assessing at or near full value, the owner is always given the benefit of any doubt. Such are the conditions at the present time in the forty-one counties replying. These counties include the more populous districts of the state, such as Philadelphia, Allegheny, Luzerne, Lackawanna, Westmoreland, Berks, Montgomery, Dauphin and Elk. The counties in which the large cities of the state are located are without question better assessed than the rural counties in the sections investigated.

"The reasons for the condition here shown are somewhat confused. Like most subjects connected with taxation much of the trouble is due to ignorance on the part of both officers and public. One of the most common reasons given as a cause for low valuation was that this policy had prevailed for years and that any change therefrom would be most difficult to accomplish. Were the assessors to adopt full valuation of real estate they would arouse bitter antagonism on the part of the taxpayers who believe that an increase in the assessment means a similar increase in the tax bill. Some ground for this belief exists in the tendency of taxing officials to retain the old millage when the valuation is raised. Only a clear understanding of the nature and object of assessments will obviate this difficulty. The majority of the commissioners apparently feel that the people do not desire any change.

"Of more importance was the general reason given that the assessing system was deficient. The large districts usually claimed that poor assessors and misunderstanding on the part of the assessors as to what property should be assessed constitutes a vital obstacle to full assessment. Harrisburg especially complained that assessors did not assess at full value. The County Commissioners in several cases stated that so long as the assessors are elected by the people it would be impossible to guide them. In Pennsylvania outside of Philadelphia, the assessors are generally elected by the people to assess certain districts and are nominally under the jurisdiction of the county commissioners. The assessors feel that they are responsible to the people and to the county commissioners, and so pursue the course which will best insure their reëlection. Raising assessments is unpopular; consequently the assessors hesitate to return full valuation. They furthermore feel, according to many commissioners, that they are responsible to the particular property owners who secure their election. For the

past century the property owner has been exerting a steady influence upon the assessor to secure low valuation, with the result that not only are present assessments exceedingly low in most counties but it is very difficult to secure a change. Then so long as the assessors are elected it will be impossible to secure efficient men for this extremely difficult work. The present method of electing by popular vote men who should know the many forces determining real-estate values in different localities is absurd. Upon real-estate values trained realty brokers have difficulty in reaching a satisfactory conclusion. The average inexperienced assessor chosen by the people has much greater difficult in making correct assessments. In order to be on the safe side he considerably undervalues realty. Experienced, able assessors are required to make full valuations.

"Another group of difficulties relates to the character of assessments required. It is pointed out in some of the most rapidly growing counties that the values in suburban districts are largely speculative and are far above real values. Also in mining districts the claim is made that the assessor is unable to secure any adequate information concerning mineral lands upon which to base his valuation. The same objection is urged in the case of manufacturing sites, the value of which is liable to many variations in some districts. The many uses for real estate puzzle the assessor greatly and call for experts to determine the value of different kinds of land and other real property.

"A further weakness of the present system is the fact that in Pennsylvania the county millage is levied upon assessments made by local town and borough officers. The result quite frequently is that assessors strive to keep their own districts rated below adjoining ones in order to throw the burden of taxation upon the other townships within the county. This difficulty was noted more in rural than in urban counties.

"Where a state tax is levied upon real estate this problem is even more pronounced, and so far its solution has proved almost impossible. Added to township rivalry is county rivalry, and state boards of equalization are required to give the various county assessments some semblance of equality. These boards in the limited time at their disposal, and with but little information concerning the realty values in the various counties, can seldom do more than eliminate the more flagrant cases of unequal assessment. Such readjustments as they do make are based upon incomplete data. The method of equalizing assessments (either by state board or county commissioners, as in Pennsylvania) has so far proved unequal to the situation. Were all assessors appointed by the county or, where a state tax is levied, by a state board, little trouble would be experienced from this source. In summing up the causes for low valuation of real estate, county commissioners and assessors agreed that the following are most important: 1. The prejudice of the people in favor of low valuation. 2. Weakness in our assessment machinery. 3. The natural difficulty of making correct valuation.

"When questioned as to whether full valuations were desirable the commissioners of only five counties objected to full valuation. This objection was based upon the fact that in the counties where the valuation had been increased the city, borough and township governments had utilized the increase in assessment to raise more money, much of which in the judgment of the commissioners had been extravagantly spent. So long as the different local government boards would not lower the tax rate when the assessment was increased the commissioners of these counties believed that it was better to keep a low assessment in order to prevent higher taxes. In one county the assessment was raised and on the failure of the local districts to reduce the tax rate, was lowered to its original percentage. This reasoning of course is based upon a misunderstanding of the object of the assessment. The assessment has little connection with the amount to be raised but only determines the relative share of the taxes which each property owner shall pay. The tax rate determines the tax; the assessment apportions it to the different tax-payers. The tax-payers should elect officials whom they can trust instead of demanding low valuation."

"The officials of the remaining thirty-six counties all believed in the full assessment of real estate. There was some question, however, as to what constituted full valuation. A minority of the commissioners and assessors were inclined to believe that the forced sale valuation should be used, since, when the property is thus sold, the price would probably be much less than the assessed value, and under such conditions the property owner would have paid taxes on more value than he actually received from the sale of the property. It is very doubtful whether the forced sale valuation will be accepted generally. In actual practice it averages generally about eighty per cent. of the full normal values. There is little to be gained by such a method, for the forced sale value is too uncertain to use as a basis for assessment.

"The most common reasons given in favor of full valuation were the following: First, full valuation gives more equal and just assessment; second, it would secure a larger basis for local indebtedness under the state law; third, it would result in a lower millage rate; and fourth, it would comply with the spirit of the law."

Money for Rural Schools.—The money for schools is derived from State Appropriations, from Private Benefactions, from Bonds and other Loans, and from Local Taxation.

State Appropriations: There is no specific state tax for school purposes. The revenues of Pennsylvania are derived from taxes on capital stock, corporation or municipal loans, gross receipts, bank stock, shares of trust companies, premiums of insurance companies, net earnings, anthracite coal, collateral inheritances, mercantile licenses, matured stock of building and loan associations, gross receipts of private bankers, sales of fertilizers, writs,

deeds, wills, etc. From the total derived from these sources of revenue the legislature makes appropriations for the expenses of the various branches of the state government. The constitution of Pennsylvania specifies that not less than a million dollars annually shall be set apart for public school purposes. The biennial school appropriation has now reached the princely sum of fifteen million dollars It is doubtful whether this amount can be increased unless new sources of revenue are provided. This is a problem for the legislature to solve, more specifically for the appropriation committees of the House and Senate. The Committee on Rural Schools does not ask more for educational purposes than a just share of the state's revenues.

Private Benefactors: On Tuesday, Oct 13th. 1914, Mr. M. S. Hershey presented to Derry township in Dauphin County a new school building costing $120,000. The rooms are supplied with filtered air and the most modern improvements. It is the finest rural school building in the state.

Mrs. C. M. Schwab donated a fine school building to Weatherly where she formerly taught. Mr. C. M. Schwab gave to Homestead a magnificent Manual Training plant including buildings and equipment.

In 1897 Mr. P. H. Glatfelter, of Spring Grove, York County, proposed to the citizens that they raise $5000 for the erection of a new school building, promising that he would add $20,000 more. The offer was accepted and the town now has a fine six-room building.

Charles Lytle Lamberton, Esq., born and educated in Carlisle, but a resident of New York at the time of his death, gave, after making various bequests, half of his residuary estate to found, establish and maintain in Carlisle a public school for the education of pupils in the industrial, mechanical, technical and scientific arts. In October, 1914, the accumulated fund amounted to $193,977 with $25,000 to be added to this fund at the expiration of certain life estates. The building will be fully completed by December 1st, and parts of it have been in use since September.

William Harris Boyer, of New York City, gave $30,000 for the purchase of grounds and the erection of a school building for the borough of Halifax. An excellent site consisting of two acres was secured and a building 65 by 86 feet erected thereon. It has four school rooms on the first floor, and on the second floor a high school room, laboratory and class rooms, and an auditorium with a seating capacity of three hundred. The basement contains a modern heating plant, toilet rooms, and a gymnasium. The building is constructed of Kittanning buff brick, trimmed with Indiana lime-stone and presents a very fine appearance.

An unknown friend and lover of the public schools placed in the hands of the Union Trust Company two hundred and fifty thousand dollars worth of securities, the proceeds from which, amounting to twelve thousand dollars per annum, were to be used for the benefit of the teachers of the public schools of Greater Pittsburgh. With the proceeds from this fund a large number of teachers have been enabled to attend summer schools at our colleges and universities.

A school building was erected by Richard Young of New York at a cost of over $30,000 in memory of Mrs. Richard Young at Wellsville, York Co., which was her early home.

All these gifts except the first were donations to cities and boroughs. Let it be hoped that the day is not far distant when a rich man can not die in peace unless he has done the handsome thing for the public schools of the community in which he was reared.

Bonds and Loans. The State constitution permits school boards to issue bonds, without a vote of the people, up to two per cent. of the assessed valuation. By a vote of the people the bonded indebtedness may be increased in seven per cent. of the assessed valuation. Temporary loans can be made within certain limits to cover emergencies. The bonds must be paid off within thirty years. This, to some extent, shifts the burden of permanent improvements upon the next generation and is generally considered a just division of the debts between the tax-payers of today and the future tax-payers who are now receiving their education in the new buildings. Country districts are averse to the imposition of heavy taxes upon farms and other real estate for the purpose of paying off a large bonded indebtedness.

Local Taxation. Pennsylvania does not have a large State School fund like Texas and Minnesota and the newer States. Hence, most of the money for schools must be derived from local taxation. Various plans have been suggested to obtain some money for schools without an increase of local taxation.

Uniform County Taxation.—The United States Commissioner, Hon. P. P. Claxton, recommends the county unit of school administration and taxation as the best plan for bettering school conditions in the more remote districts. Pennsylvania tried a county plan in 1834 and 1835 and changed to the township plan in 1836. From more than one hundred townships independent districts were carved so as to permit more rapid progress in school matters. As conditions have greatly changed since 1836, it is deemed wise to discuss the county *vs.* the township as the unit of taxation and school administration. Moreover, in the southern states, where the county is the prevaling unit, the educational leaders are trying to secure local taxation, whilst in Pennsylvania some are now advocating county taxes for school maintenance in order to get away from local taxation.

I. *The county unit* of rural school administration presupposes a county board of education with powers corresponding to those ordinarily possessed by township and city boards and a county superintendent of schools responsible to the county board with powers and duties corresponding to those of city superintendents. The most efficient organization presupposes a small board selected from the county at large and the selection of the county

superintendent by this board without reference to the place of residence. Following are the chief considerations favoring the county unit:

1. The civil division corresponding to our county is the unit of rural school administration in the leading educational countries of Europe; viz., the *Regierungs-Bezirk* in Germany, the department in France, and the administrative county in England. In England the county unit was substituted for the parish or township unit in 1902.

2. The county has long proved to be a satisfactory unit in certain of our southern states.

3. The burdens and opportunities of education can be equalized throughout the entire county. The tax rate can be made uniform, and all communities, rich and poor, can be provided with the same minimum educational advantages.

4. Schools may be provided and attendance districts established on the basis of topography, distribution of population, etc., regardless of township or other arbitrary lines. In this way the effective consolidation of schools may be much facilitated.

5. A reasonable degree of uniformity in school year, curriculum, methodology, textbooks, etc., may be secured throughout the county, thus obviating most of the waste and misadjustment resulting from migration within the county when the township is the unit.

6. The county unit requires the time and services of far fewer lay school officials.

7. A county board of education with adequate powers is likely to be made up of men of much better caliber than the average of township boards. The greater importance and prestige of membership on the county board; and the selection from the entire county favor this result. It is a matter of experience that members of purely local school boards are likely to be relatively ignorant, prejudiced and parsimonious.

8. The county unit is more favorable to efficiency of administration and supervision of rural schools. The county can afford the services of a professional leader or superintendent of superior caliber, whereas the townships can not Under the county unit the direction of all local administration and supervision can be placed in the hands of such a professional county leader.

9. The county unit is more favorable to efficiency of teaching. Owing to the common limitations of purely local authorities, the selection, control and supervision of teachers by county authorities is very likely to result in higher conditions of tenure, higher qualifications, and in general better teaching.

10. For like reasons the county unit is more favorable to securing proper material, sanitary and other correct physical conditions of school work.

11. In general the advantages usually carried by the present general movement toward greater centralization of educational administration result from the adoption of the county unit in place of the township unit.

II. *The township unit* of rural school administration is the one in vogue in the State of Pennsylvania. Following are the chief considerations favoring the township unit:

1. The township has long proved to be a satisfactory unit in our New England States and a few others.

2. The township unit harmonizes better with the instinct and desire of the American people for local self-government.

3. The township unit is conducive to greater local interest and initiative in matters educational. In securing these advantages the multiplicity of local lay school officials is very desirable.

4. The township unit is more just from the standpoint of taxation and support. Complete equalization of the burden of education is unfair. Every community should bear a considerable part of its own educational burdens without assistance.

5. The township unit is more favorable to the adaptation of education to local needs. Variation to suit local conditions is educationally desirable as well as reasonable uniformity.

6. In general the advantages usually carried by local autonomy in educational administration are secured through the use of the township unit rather than the county unit.

7. As a rule the township unit corresponds more closely to established practice in America and involves less change and readjustment than the other. This argument of course applies with full force to Pennsylvania.

Survey of School Consolidation.—The consolidation of school interests in Pennsylvania was early recognized and the prnciple incorporated in the Act of May 8, 1854, which was the basis of framework of our common school system up to 1911. In that Act it was provided that directors or controllers of the respective school districts shall have power to establish schools of different grades and to determine in which school each pupil shall be admitted. Under the operation of this law at once well-populated school communities began the work of centralizing the schools and assembling the children in grades instead of maintaining separate, unrelated, ungraded schools.

The principle of consolidation was also recognized in the same Act in providing for the accommodation of children in adjoining townships when for reasons of great distance or difficulty of access such children could attend more readily the schools in another township.

No further effort was made in the direction of consolidation until 1895 when the townshp high school law was passed, which provided that the directors of two or more townships shall have power to establish joint high schools.

Following this, in 1897 a law was passed providing that the school directors of any district, by affirmative votes of a majority of the Board, duly recorded on the minutes, may provide transportation for the children at the expense of their respective districts to and from any school in the district in which the children have their residence or of neighboring districts: Provided, however, that the provisions

of this Act shall apply only to the pupils of schools which in the discretion of the Board of School Directors have been closed by reason of small attendance, and provided further that it shall only apply to pupils that have a greater distance to travel or are placed at greater inconvenience than before such schools were closed.

In an Act of 1901, the word "centralization" is defined as follows: That for the purpose of this Act, the word "centralization" is hereby defined as a system of schools in a township providing for the abolishment of all sub-districts and the conveyance of pupils to one or more central schools.

When the Pennsylvania School Code was enacted in 1911, all the previous legislation referring to consolidation, transportation and centralization was repealed and in its place the following sections referring to the subject of consolidation were enacted.

Section 1406. The Board of School Directors of any school district in this Commonwealth may, on account of the small number of pupils in attendance, or the condition of the then existing school building, or for the purpose of better gradation and classification, or for economical or other reasons, may close and consolidate any one or more of the public schools in its district, and, upon such school or schools being closed, he pupils who belong to the same shall be assigned to other schools: Provided, That in any district of the fourth class, pupils who belong to any such closed school, and reside one and one-half miles or more from the school to which they are assigned, shall be furnished proper transportation at the expense of the district, to and from the school to which they are assigned.

Subsequent sections of the Code refer to matters of payment of tuition and to transportation of pupils.

The survey of consolidation in Pennsylvania shows the following: Twenty-five (25) counties have no consolidated schools. They are: Armstrong, Bedford, Blair, Bucks, Carbon, Center, Chester, Clarion, Clearfield, Greene, Huntingdon, Jefferson, Indiana, Lebanon, Mercer, Mifflin, Monroe, Montour, Perry, Schuylkill, Snyder, Somerset, Sullivan, Union, and Venango.

Name of sixteen counties in which there are completely consolidated townships: Berks 1, Cambria 2, Cameron 2, Crawford 2, Dauphin 1, Franklin 1, Fulton 2, Juniata 2, Lackawanna 1, Lawrence 2, Montgomery 3, Northumberland 1, Susquehanna 1, Tioga 5, Washington 1, and Wayne 1.

Thirty-two counties have partially consolidated townships: Adams 2, Berks 4, Bradford 7, Butler 2, Clinton 3, Crawford 6, Delaware 2, Elk 13, Erie 10, Fayette 1, Forest 2, Columbia 13, Franklin 1, Lancaster 1, Lehigh 4, Luzerne 2, Lycoming 1, McKean 3, Montgomery 2, Northampton 2, Northumberland 1, Pike 3, Potter 8, Susquehanna 2, Warren 7, Wayne 8, Westmoreland 1, Wyoming 8, York 2. There are also some in Beaver, Cumberland and Tioga.

A statistical summary of rural school consolidation to November, 1914, shows the number of one-room schools, 10,606; one-room schools with ten pupils or less, 886; could these schools be abandoned and pupils transported? Answers vary. Townships where complete consolidation is feasible, 662; schools closed during the past ten years, 592; number of closed schools that were one-room schools, 532; number of pupils being transported, 4,420; number of vans, etc., employed for transportation, 268.

Owing to the physical configuration of Pennsylvania and widely scattered population in sparsely settled communities, the problem of consolidation of schools is a most difficult one. There are many sections where schools cannot be consolidated and where the one-room building, with its little group of children scattered through various grades in ones and twos, will have to be maintained. The one-room school building will always occupy a prominent place in our educational system. The important thing is to make the schools in these places centers of community interest. To make them such, strong, wise, energetic, active teachers will be needed. Nowhere is there greater need for those who can exercise leadership and arouse community interest.

The problem of making the school the community center in many places is much more difficult than it was twenty-five years ago. Then the countryside had its full quota of men, women and children, but the multiplication of inventions and labor-saving machines has resulted in stripping the suburban community of its population and congesting the cities. In many places the absence of literary societies, spelling-bees, singing schools and social center activities is due to the fact that there is no population to attend them; still much may be done under wise leadership to bring together the little groups into larger community interests through awakening a sense of social feeling. Perhaps nothing will contribute more to the extension of consolidated schools than good roads.

Child Labor and Compulsory Attendance.—The following changes seem desirable: 1. An attendant officer, other than the secretary of the board, should be appointed in each fourth-class district. He should be appointed by the school board. His compensation should be fixed by law. He should be held entirely responsible for the enforcement of the law and in this connection should make regular visits to the schools and have access to the teacher's roll.

2. The enumeration of the children should be made by the attendance officer and the enrollment should be made within thirty days of the opening of the term.

3. Attendance should be required for the full term instead of 70 per cent. of it. The attendance officer should be given power to issue employment certificates to pupils over fourteen years of age who are needed at home to aid in the farm work.

4. The distribution of state aid should be based upon the number of teachers employed and upon the number of days actually attended rather than upon the number of pupils.

5. When an employment certificate has been

issued to a child the certificate shall be filed with the person who employs the child and when the employment terminates the employer shall within three days return the certificate to the person issuing it and the child shall be obliged to secure a new certificate before being again employed.

6. No certificate of employment shall be issued unless the child shows evidence that he or she has employment.

7. No certificate of employment shall be granted unless the applicant furnishes a certificate from a physician to the effect that the child is physically able to perform the work that he intends to do.

8. Any official who has the power to grant employment certificates shall have the power to refuse to grant the certificate when it is found that the person is not compelled to become a wage earner to support himself or to help support persons legally dependent upon him.

The Course of Study.—The course of study for rural schools must take into consideration the fact that the minimum term is seven months, and that many boys on the farm attend only 70 per cent. of the term, or less than five months, under our law governing compulsory education. During this brief time the average pupil cannot get more than the rudiments of an English education. The school must aim to teach him the essentials. The "Course of Study" published by the State seeks to emphasize these essentials. Briefly they may be summed up as follows:

1. The ability to read print and script.

2. The ability to get thought from books, magazines and newspapers.

3. The ability to write a correct letter. This implies a knowledge of the conventional forms of letter writing as well as a knowledge of sentences, capitals, punctuation, spelling of the elements of English grammar, including plurals, possessives, pronouns and irregular verbs.

4. The ability to count and reckon. This implies a knowledge of notation and enumeration, addition, subtraction, multiplication and division of integers and fractions, including decimals, denominate numbers; also simple problems in percentage, including interest.

5. A sufficient amount of geography to develop the basal concepts necessary to interpret a map and to grasp a route of travel.

6. A sufficient knowledge of civics and history to enable one to exercise the suffrage intelligently.

7. Drawing, so as to enable the pupil to sketch simple objects and to appreciate reproductions of fine pictures in books, magazines and newspapers.

8. Music, so as to enable the pupil not merely to sing patriotic and other songs, and hymns of praise in worship, but also to appreciate good music.

9. A study of nature that will stimulate an interest in the soil, the crops, the animals and the work of the farm.

The teaching in all schools should beget a thirst for knowledge and furnish an outlook upon life.

The courses of study prepared by the High School Inspectors and distributed free of charge by the Department of Public Instruction have elicited much praise from many sources. A high school inspector of another State says that he has examined forty State courses and that he values the Pennsylvania High School Manual above all the others. This is very gratifying because the making of a course of study is no easy task.

Enrichment by the introduction of new material has produced an over-crowded elementary school curriculum. The requirement in each subject is too great to allow for the degree of thoroughness that should be achieved. Hence a minimum course of study becomes necessary in order that the pupils' time and ability may not be overtaxed and that there may be room for variations suited to the varying needs of different sections of the Commonwealth. Text-books supply the materials of instruction. The Course of Study emancipates both the teacher and the pupil from slavery to a text-book which contains more than the learner can master in the allotted time. The mastery of the Course of Study is an essential part of the preparation to teach. It is the aim and purpose of the Course of Study:

1. To unify and strengthen the work of the schools,

2. To aid teachers in the organization of the subject matter of the different school studies,

3. To fix standards for the promotion and classification of pupils,

4. To simplify the transfer of pupils from one district to another,

5. To stimulate pupils to do better work through the grades,

6. To save time by preventing unnecessary overlapping and repeating of work,

7. To increase the efficiency of School Supervision.

The large number of branches which the teachers in ungraded schools must teach, calls for judicious planning of the daily program. Reduction of the number of daily recitations will do much to increase the efficiency of the one-room school. This reduction can be accomplished by alternation of branches, by combining groups of pupils and by correlation of subjects.

School Libraries. The purpose of the school library is to supplement, strengthen, and broaden the instruction in every subject, so far as this may be done through the aid of books. To accomplish this end—

The library must enable the student to use books as tools, and to know good books, to love them, and to acquire the habit of reading them. In possibilities and importance the rural school library movement holds a foremost place, having for its object the betterment of country life. If the farmer's boy can be taught to love books when he is at school, he will have a library in his home when he becomes a man. School libraries invariably owe their origin to wide-awake, cultured, and progressive teachers. The last legislature came near passing a law to create library trustees with power to levy a mill

through the School Board upon the property of the school district for library purposes. In some cases the tax would have been enormous. The school directors should not be compelled to maintain libraries either in the school house or elsewhere which are not under the control of the school directors.

Suggested Library Legislation.—Make the Department of Public Instruction the center of school-library work in the State.

2. Create the office of Supervisor of Public School libraries in the Department of Public Instruction. Only a trained and experienced librarian eligible.

3. Require a library course in every teachers' training agency in the State from the normal schools and colleges of education at our universities down to the summer schools.

4. Within three years after the enactment of this law require all candidates for teachers' certificate of all grades to be examined in library methods and knowledge of children's reading.

5. Require all fourth-class school districts in the State to select books from a list prepared by the Department of Public Instruction. Lists of books to be issued at least biennially.

6. Require the Department of Public Instruction to make definite arrangements and contract for reduced prices in school library books.

7. The Department of Public Instruction shall retain each year from the state appropriation apportioned to the various fourth class school districts a sum amounting to ten cents for each person of school age of each county. For the sum thus retained school library books shall be purchased, each school district being entitled to books in value proportional to the number of children of school age in the district.

8. The books shall be ordered between July 1 and Sept. 1 of each year by the county superintendent direct from the contractor. The books must be selected from the state list.

9. Superintendents are required to keep complete lists of the books in the school libraries under their jurisdiction. They shall from time to time consult teachers and directors relative to the books desired.

10. The state contractor is to ship the books to the secretary of each district who shall distribute them to the various schools as directed in a list of books forwarded by the superintendent.

Vocational Education.—Herbert Quick, Editor of "The Farm and Fireside," is authority for the following: "Several years ago a county superintendent was elected who wanted to know what was going on in the hearts and minds of the children of the farm. So he asked the children, What do you expect to do in life? Eighty-five per cent. of the boys and nearly all the girls replied that they certainly would not live on a farm. Two years passed. Again the superintendent asked the same question. This time Eighty-five per cent. of the girls and nearly all the boys had definitely made up their minds they were going to live and die on the farms. What had made the change? Just one thing. The change had taken place in the schools."

The schools can do something to check the growing movement from the farms to the city. By the use of readers and other books which glorify farm life and beget an interest in the progress of the farm, the school can do much to shape or change the ideals of the boys and girls.

The last legislature made an appropriation to encourage the organization of agricultural departments in rural schools. Last year five high schools maintained vocational departments in agriculture. These are located at Waterford in Erie County, Montrose in Susquehanna County, Troy in Bradford County, Honesdale in Wayne County, and Mt. Pleasant Township in Westmoreland County. During the year such schools were organized at Cambridge Springs in Crawford County, Mercer in Mercer County, Mansfield in Tioga County, West Sunbury in Butler County, Lampeter in Lancaster County, Elder's Ridge in Indiana County and Salix in Cambria County. At Elder's Ridge four school districts organized a joint school board and a joint school committee for the purpose of maintaining a vocational school. The four districts operating this school are Kiskiminetas township in Armstrong County and Young township, West Lebanon Independent and Clarksburg Independent in Indiana County. A four-year course is offered in home-making for the girls and a four-year course in agriculture for the boys. The school has five well-trained teachers, three of whom are college graduates.

Every boy enrolled in the agricultural department of a high school must each year conduct an agricultural project. Most of the projects have to do with crops and are carried on upon the home farm. As instances of what the learner is expected to determine the following may be mentioned: The cost of raising an acre of potatoes, of producing an acre of corn, the annual profit per fowl on a flock of fifty chickens, the fattening qualities of various rations for poultry and other animals. The pupils visit farmer's institutes, engage in corn and poultry contests, make and study exhibits at county fairs and learn to diagnose the condition of farm animals as well as the causes for each condition. They are taught the arithmetic which has to do with the farm and the elements of the sciences which underlie successful agriculture. The high school also extends a helping hand to those who are to attend school during the day, and yet not too old to be benefited by evening classes.

The Department has been doing excellent work in extending the vocational work in the rural districts. The country boy and country girl will be wonderfully benefited for future life when this work has been extended to every high school in the rural districts. When we have a course, separate from the regular high school course, in agriculture and home making in all of our rural high schools we will have something that will vitally appeal to the farming communities. We believe that it would not be wise to make the regulations

in regard to buildings too strict, else we would make it impossible for any rural districts to establish high schools. The requirements of the Code with references to buildings must of course be complied with. In addition to the equipment for the rural school the Township High School should be equipped with: Dictionary, encyclopedia and reference books, agricultural bulletins, magazines, a Babcock milk tester, a library with at least 50 books, and an equipment for teaching physics and agriculture. The Department should require the boards to furnish these to the high schools. If they are not found, the Inspectors should write to the boards asking them to equip the school. Boards are sometimes careless on these points but will in most cases comply if asked to do so by the Inspector of High Schools. The Township High School teacher should be a college graduate, and be required to take additional work in agriculture each summer.

Supervision of Rural Schools.—When a teacher is elected county superintendent in Pennsylvania, he knows that four things will be expected of him: 1. He must examine and certificate teachers. 2. He must visit, inspect and supervise schools. 3. He must hold annually a teachers' institute and a directors' convention. 4. Everybody expects him to draw his salary. If he is asked: How does the superintendent earn his salary, he sometimes blushes and shows that he has never seriously pondered such a question. For the benefit of those entering upon the duties of this office, the committee ventures to offer suggestions under the following captions: 1. The Examination of Teachers. 2. The Supervision of Rural Schools. 3. The Teachers Institute and the Convention of School Directors. This topic will be discussed in the next chapter.

The Examination of Teachers.—The examiners, the pupils, the parents, and the teachers are always interested in the results of examinations, that is, in the answers given, the marks made and the certificates granted. The superintendent should be chiefly interested in the reflex influence of the examination upon the habits of study, the methods of teaching and the practice of the vocation or profession to which the examination is the door of entrance. State examiners in medicine or dentistry may make the questions so technical and difficult as to cause the learner and sometimes the teacher to think of all the possible questions which may be asked instead of trying to master and teach the things which have to do most intimately and directly with the care of the teeth or the cure of disease. In like manner the questions which a superintendent asks, may divert attention from the work which the teacher must do from day to day and concentrate the best energies of body and mind upon evening study and advanced work. Moreover worry over coming examinations may make a teacher nervous and really unfit her for the best work in the school room. The superintendent should study the action of examinations so as to make them a help to good teaching rather than a source of inefficiency.

In several of the best counties the provisional certificate is like the vanishing quantity in a mathematical series. The superintendent has stimulated the teachers to attend normal schools and graduate from regular courses. On the other hand several superintendents by their summer schools and by examinations based upon specific work in these summer schools have adopted a policy calculated to increase and perpetuate the number of provisional certificates. After three or four summers spent in reviews of the common branches the teacher is no nearer the goal of a permanent certificate than at the start, and the golden years for getting an education have slipped away. The following illustration was once used with telling effect by a man now high in the councils of the State:

"In my mind's eye," said he, "I see a little animal tied to a stake in the meadow. At first it thrives upon the pasture within the length of its tether. By and by it has assimilated all it can get from that area and the process of starvation begins. In no long time if the rope is not lengthened, you will have a dead calf. In like manner the teacher may be tethered by an annual examination. At first she grows and thrives under the tonic influence of what she is studying. Sooner or later there comes a time when she will have acquired all that her mind can assimilate from the area covered by the annual examination, and then if the rope is not lengthened the process of intellectual starvation begins and the teacher begins to gravitate towards and ultimately reaches the dead line. Let the teacher advance beyond the necessity of the annually recurring examination and then she can advance into new fields of knowledge and she can keep on growing until she is ready to quit the school room. Hence the importance of completing regular courses of study before embarking upon the vocation of teaching." "But how can I keep my teachers at work upon their studies after they are emancipated from the annual examination?" A superintendent who cannot keep his teachers alive and growing by incentives other than a periodical examination is either himself dangerously near the dead line or he has too large a field for efficient supervision. The methods of marking examination papers in our colleges and universities, have been subjected to scientific investigation. "College honors," says Foster, "are everywhere awarded on the naïve assumption that grades in college courses are distributed on a scientific basis. For many important administrative purposes we assume than an *A* in one course is equivalent to an *A* in another course; that the 80 per cent. of one instructor is equivalent to the 80 per cent. of another instructor. Accordingly we estimate the fitness of candidates for admission, determine eligibility for athletics, assign annually hundreds of thousands of dollars in scholarships and fellowships, award commencement honors, elect men to Phi Beta Kappa, and confer degrees wholly or in part on the evidence secured by merely counting the number of *A*'s, the number of

B's and so forth that each student has to his credit. The question is pertinent to what extent our assumption of the equivalency of grades is warranted by the facts."

In the examination of teachers we grant certificates upon the basis of marking systems which have never been subjected to scientific investigation. These certificates admit young people into a vocation in which they have charge of the education of our future citizens who will be at the same time our homemakers, or industrial workers, our financiers and commercial experts, our professional men and leaders of public opinion and public affairs. Should we not make a scientific study of the marking systems of our superintendents and other examiners?

In his treatise on university administration President Eliot says: "A faculty can properly criticise the results of any professor's or other instructor's work as they appear in certain visible ways. Among such visible evidences are the resort of obviously incompetent or uninterested students to his courses; examination papers of a trivial or pedantic sort; uniform high grades or uniform low grades returned by the professor; an extraordinary number of distinctions earned in his courses; or an extraordinary number of rejections or failures. These are legitimate subjects of inquiry by a faculty committee or by faculty officials, and can be dealt with by a faculty without impairing just academic freedom. The knowledge that this power of revision resides in a faculty, is a valuable control over individual eccentricities."

There are no doubt equally marked eccentricities and peculiarities in those who examine our teachers and it may be a question whether a dissatisfied candidate should not have the power of appeal to a board of revision as a check upon negligence, favoritism or prejudice. Foster tells of a director of civil service examinations in South Africa who noticed that a curve of good examiners resembled the curve of a bad pistol shot trying to hit a vertical line, and who accordingly tried to educate examiners. "On the sheets on which examiners were expected to enter their records, he had printed a curve resembling a gendarme's hat—a normal curve. Each examined was requested to grade 100 papers taken at random, to plot his curve upon the diagram, and then review his method of marking so that his results would come nearer to the model. By means of such diagrams the examiners were themselves rated in efficiency."

From many sources results have been gathered showing how disappointing and unsatisfactory examinations are apt to be. So far as the committee knows, no such tests have ever been applied to our Pennsylvania examinations for provisional, professional and permanent certificates. And it is a question well worth asking how far such an investigation would help our rural schools, where the problem often is to find any one who is willing to teach the school since she must subject herself to unsatisfactory boarding-places and inferior living accommodations.

The Supervision of Rural Schools.—The county superintendent should aim to visit each school under his jurisdiction at least once a year, accompanied by one or more directors. He can thus point out what the schools lack and incidentally make suggestions for improvements. In rural districts the directors consider it a privilege to visit schools in the company of the superintendent. The friendships thus formed help not merely to perpetuate his tenure of office but also to increase the efficiency of his administration.

Visits should also be made when the superintendent is not accompanied by any one else. Such visits give him an excellent opportunity to observe the work under normal conditions. If possible he should remain long enough to find something which he can say in praise of the teacher and the pupils. It is a bad sign if pupils absent themselves from school on hearing that the superintendent is coming. His coming should be like the advent of sunshine on a cloudy day. It should send a thrill of delightful expectation through the whole school and make every child anxious to be present on the day of his visit. His aim should be not to criticise in the sense of finding fault, but to get things done.

2. He should see whether the school fulfils the conditions for successful study and efficient teaching. He should observe whether the requirements of the school code are observed in regard to heating, lighting, ventilation, seating, floor space, and air space. He should note the equipment with reference to books, charts, maps, blackboards, apparatus, pencils, ink, pens, writing paper and other supplies. "Teaching," says Dr. Joseph S. Taylor, "is a combination of mechanical and artistic processes. Certain portions of the work are so simple that a child may perform them. Such are the regulation of the temperature, the opening and closing of windows, the rolling of shades and maps, the cleaning of the blackboards, the filling of ink-wells, the giving out and storing supplies and lesson papers, the ocvering of books, the orderly assembling and dismissal of children, the care of wraps and the keeping of attendance records. The sum of these trifles is no small part of success or failure. The neglect of any of them will impair the usefulness of the teacher and may seriously affect the value of the more vital elements of the teaching process. Poor ventilation unfits children for learning. Carelessness in the matter of school property soon results in children having no supplies or carrying books defaced with indecent writing and pictures. Through neglect of window shades children are often obliged to work in direct sunlight on bright days and without sufficient light on dark days. A neglected blackboard is untidy and ineffective, and troughs filled with chalk-dust are unhygienic as well as offensive to taste. Now all these mechanical processes may be statistically treated and placed to the debit or credit of the teacher. Measurement may be certainly applied to this phase of the schoolmaster's art. And it is possible by a summation of such items to compare class with class and school with school. To the lay visitor these things are almost conclusive, as they constitute the principal data on which he estimates school efficiency. Good

housekeeping every one can understand. And as personal cleanliness is the beginning of moral regeneration in many children, so the mechanical elements of class and school management which relate to the cleanliness, tidiness, safety and good order of the schoolroom are part of the very web and woof of good teaching."

If teachers discover that such apparently little things are not beneath the notice of the superintendent they invariably "spruce up and clean up" in anticipation of the visits by the superintendent and the directors.

3. The superintendent should note whether the teaching is genuine teaching or merely rote teaching. "For the purpose of testing the quality of gold alloy jewelers formerly used a fine-grained dark stone, called the touch stone. In the eyes of an educator good instruction is more precious than pure gold. The touchstone by which he tests the quality of good instruction so as to distinguish genuine teaching from its counterfeit, rote teaching, is thinking. The school master who teaches by rote is satisfied if the pupils repeat his words or those of the book; the true teacher sees to it that the pupils think the thoughts which the words convey."

Here is a distinction by which a superintendent can easily test the quality of a teacher's work. A skilful question here and there during a recitation will enable him to distinguish between the true teacher and the rote teacher as well as to assist the teacher in clarifying the thought processes of the pupils.

4. Is the order satisfactory? Do the pupils study when at their seats or do they waste time upon things which have no bearing upon the lessons assigned them? In discussing the Eliot scale for measuring efficiency in teaching which assigns four points (on a scale of one hundred) to class government or discipline, the superintendent's committee says: "While in a given case mere control of class may be only four per cent. of the efficiency of a teacher, where the power of control is lacking, it constitutes one hundred per cent. of failure."

6. The lesson of to-day should be properly related to the lesson of yesterday and the lesson of to-morrow. The way in which the next lesson is assigned, will enable the superintendent to detect whether the teacher aims at organized knowledge or is satisfied with the fragmentary knowledge which is said to resemble a wilderness of facts. "No subject is mastered until the relation of its parts to one another is determined, until the facts bearing on each shape are separately grouped and until enough such facts are collected to give fair support to each controlling thought."

Fortunately the text-books in use assist greatly in the proper correlation of knowledge. The sequence of subjects in the average text-books observes the inner nexus in the materials of thought and helps to organize knowledge in the learner's mind. The course of study is a guide to the same end if mastered and followed by the teacher.

7. Do any pupils go away to high school at the end of the course in the elementary school? Do the pupils leave school as soon as the law allows or do they go on to normal schools, colleges and other institutions of higher learning? The best teachers inspire their pupils with the sense of something to be achieved. The superintendent can himself stimulate the brightest pupils by showing the value of an education in future earning power and in preparation for enjoying the things which really make life worth living. No better test of school efficiency can be devised than is found in the incentives to achievement which the pupils inhale from the very atmosphere of a good school.

8. Has the teacher done any one thing (or more than one thing) to make the school better than it was a year ago? Has there been any improvement in the appearance of the school room or the school grounds, or in the methods of teaching or in the conduct of the pupils or in the educational sentiment of the community?

9. Are the results in the way of knowledge acquired satisfactory? Certain essentials like the multiplication table must be indelibly fixed in the memory. The superintendent can easily test whether the pupils know the irregular verbs, the use of capitals, plurals and possessives, the combinations of figures in the addition of a ledger column, or the details in the writing of a correct letter. If he does not stress the essentials of the curriculum, he may be an inspector of schools but he cannot be called a supervisor in the modern sense of the word.

10. How can a superintendent earn his salary? Not by following a vigorous policy of doing nothing, nor by pessimistic criticism of things as he finds them, nor by cherishing the delusion that he is developing executive ability in the degree in which he loses his equipoise or gains the power to say sharp things. The best superintendents are so busy getting things done that one never hears them find fault with directors or teachers or parents or tax-payers. How does the superintendent of a factory earn his salary? Here is an establishment whose income fell $50,000 below the expenditures during last year. The deficit convinces the stockholders that a change in the management is necessary. The new superintendent by rearranging the machinery, organizing the workman and saving the raw material not only avoids a deficit but makes a profit of $75,000. Did he earn the ten thousand salary which is paid to him? To ask the question is to answer it. The brains that may be wasted at school are more valuable than the raw material of a factory. If the superintendent organizes his schools so as to avoid the waste of effort and time and brains which are incident to a poorly managed system of schools he saves each year many times the salary paid by the most liberal board of school directors in the State of Pennsylvania.

The schools cannot be made much better than the people wish them to be, nor will the schools long remain inferior to the demands of public opinion. Hence the supreme test of a superintendent's efficiency is found in his ability to create genuine sentiment in favor of good schools. *Nathan C. Schaeffer.*

Suggestive Scheme for Supervising Rural Schools.—A county superintendent selected

for a term of four years, according to the Code; or, if the county unit is adopted, by the county board. The qualifications for the county superintendent should be those now required by the Code.

The minimum salary should be $2000; maximum, $2800. (The minimum salary now is $1500; maximum, $2000.) Additional salary may be voted according to the provisions of the present Code. The county commissioners should have power to add to the salary, or to furnish a car, so that the county superintendent may use an automobile in his work if necessary.

The county superintendent shall perform all the duties now imposed upon him under the code. If the county unit is adopted, he shall act as the secretary and agent of the county board. No district in his county shall use any course of study unless it has his approval. He shall nominate all assistant county superintendents and all vocational experts, and direct them in their work. After a principal, supervising principal, expert or director of any special line of work has taught one year in the county, he shall not be eligible for re-election until his application has been approved by the county superintendent.

The county commissioners in each county shall furnish an office for the county superintendent with telephone, typewriter, stationery, postage, file cases, book case and an executive secretary, who shall be an expert stenographer, to be selected by the county superintendent. The county commissioners shall pay all printing bills of the county superintendent (including an annual report if necessary), except the printing for the county institute and the annual meeting of the school directors' association.

The number of county superintendents for each county should be the same as now required by the code. The qualifications of the assistant county superintendents should be the same as those of the county superintendent. Their salary should be $1600, to be paid according to the provisions of the Code. The convention that elects the county superintendent should have power to increase this salary; or, if the county unit is adopted, the increase is to be determined by the county board, such increase to be paid from the appropriation to the county. The county commissioners should have the power to increase this salary or furnish a car, so that the assistant county superintendent may use an automobile if necessary in his work. All the assistant county superintendents should be nominated by the county superintendent and elected as provided by the code. In case the county unit is adopted, when nominated by the county superintendent, they should be elected by the county board. The assistant county superintendent may be dismissed by the state superintendent, after a hearing, for incompetency, immorality, or disloyalty to his superior officer; if the county unit is adopted, the hearing shall be before the county board, and the dismissal by a majority vote of said board. The assistant county superintendent should perform such duties as may be assigned to him by the county superintendent.

Any town or township should be permitted to elect at pleasure supervising principals, to be paid out of the funds of the local district. Ohio makes the election of such supervisors mandatory in districts formed by the county board with from twenty to sixty schools.

Supervision by townships or towns should be by principals subordinate to, and not co-equal with, county supervision. The results obtained by inspiring county supervision are as follows:

1. County educational leadership must come through county supervision; the local supervisor may be a local leader, but county leadership with him is not possible. This leadership must be broad, general, inspiring, idealizing beyond anything that a local district leader is able to give.

2. County supervision unifies and standardizes school work in large units; local supervision unifies and standardizes the work in the local district. The county superintendent gathers the best in a large field, and makes it available for all local communities in his county. This standardization is vital along at least four lines: It should standardize school work in the county by providing a uniform course of study. It should standardize admission to high school. It should standardize the qualifications for a teacher's certificate within the county. It should standardize the character of school property and school facilities within the county.

3. County supervision renders a service not possible to the local supervisor, by organizing: County institutes; the County directors' association; Preliminary county institutes for young teachers, as now organized in certain counties; Local joint institutes and educational rallies including several districts in one community, as now organized throughout the state; Local joint training schools for teachers from several districts in the same community; Corn clubs and other clubs in their relation to county fairs, etc.; County joint or play carnivals; County debating contests, as now organized in many places; County tests of efficiency; and County round tables for principals and teachers.—*Samuel Hamilton.*

Pennsylvania Teachers' Institutes and Directors' Conventions.—In order to get an estimate of the value of the Pennsylvania Teachers' Institutes, an inquiry was instituted among various groups of people who have been in position to note how the institutes are conducted and could observe in general and special ways the influences they exerted upon teachers, schools and communities. This inquiry, in addition to asking for an estimate of the worth and influence of the institute, further asked for criticisms and suggestions. The information was listed under such heads as,—value of the institute to the teacher; value to the community; value to the pupils; suggested improvements in methods and management; things that ought to be eliminated. A careful study of the replies coming from the superintendents, patrons, instructors and teachers was made. Typical comments are arranged under three headings: 1. General or special benefits to be derived from the institute. 2. Criti-

cisms of method or management. 3. Suggestions and eliminations.

General or Special Benefits.—"The county institute is a most valuable instrument for improving in the educational work of the State." "The value to the pupils can hardly be overestimated of having teachers return to the work refreshed, inspired with larger vision and a deeper sense of their mission. The direct influence of the instruction received by the teachers will show throughout the year."

"Institutes still have a place in Pennsylvania education. In scattered communities they call the teachers together for some days, create a solidarity of opinion, give inspiration and some good ideas that afterwards affect teaching. They anticipate the movement that we call the wider use of the school plant. The child loses some time, but that is not important if the grade of his instruction is raised."

"It is difficult to exaggerate the value and the importance of the Pennsylvania system of institutes to the teachers of the Commonwealth. Apart altogether from the value of the inspiration and instruction received, the coming together of all the teachers for one common purpose is of the greatest intellectual and social significance. The promotion of the fraternity feeling, of professional spirit, and the friendly and intimate discussions of ways and methods, and the consequent breaking-up of the dull, mechanical acceptance of things caused by too much working in solitude, all these aspects of the question must be considered and weighed in estimating the value of the institutes to the teachers."

"The value of the institute to the community cannot be overestimated The chief value is found in making the work of the schoolroom of community interest."

"The teachers' institute is a necessity to the growth and professional life of the teachers. The better teachers are trained for their work, the more they feel the need for meeting together in the institute, and the greater the good received from a well-conducted institute."

"As an educational agency the institute is a necessity."

Criticisms.—"Usually an institute program is too full, with too short periods. It is a pity to get first-class men and then cut their work up into choppy little periods."

"As a rule institute programs are too crowded and the sessions are too long. A wide discrimination is not always made in the selection of speakers, too much importance being attached to rather cheap forms or entertainment. It is a pity to allow gratuitous and even pointless anecdotes to pass for sound instruction, as it may with young and undiscriminating teachers. A strongly objectionable feature is the employment of a professional lecturer at an extravagant price to deliver a single evening address on an educational subject, when the speaker knows little or nothing about education."

"One criticism is the tendency of the superintendents to overcrowd the program." "It is important to avoid overloading the program."

"Special addresses from occasional visitors often throw the institute program out of gear. The regular instructors too frequently have the addresses injured and sometimes even ruined by having their time—always short at the best—cut in two by some hobby-rider or official."

"One of the dangers to be faced by the one who arranges the program is that of crowding too much into a day."

"Institutes are too long. Teachers are given too much to assimilate at one time. Sessions are too long and too overcrowded. Amusement features crowd the serious work into more and more restricted space. Section meetings have been underemphasized."

"Courthouses and theaters are always objectionable places for institute meetings."

"Too much attention is given to the purely entertainment side of the work."

Suggestions.—"The meeting together of teachers, with the consequent increase of professional spirit, is one of the greatest advantages of the institute, and room should be left for such meeting during the institute period."

"Fewer workers with the general program periods an hour in length, would give far better results."

"Eliminate anything approaching educational vaudeville, such as vulgar stories and cheap entertainments. Everywhere teachers are ready to respond to the best. They really enjoy it better than they do the cheap catering. All institute work should be planned to raise, not lower the plane of appreciation. It is better that the work should always be somewhat above the level of appreciation of the average teacher."

"Organize every institute into at least two sections for at least one-half of the work. Three are better. Each speaker should have at least thirty minutes, in general sessions. The evening lecture and entertainment feature should not exceed two evenings. It is best that some person other than the county superintendent should preside."

"Institutes do best always in school buildings."

"For a part of the time the institute should be divided into groups sufficiently small that the instructor can be held for close, careful work on a problem limited in scope."

"The entertainment feature of an institute program should be presented as entertainment, and the instructional feature as instruction, though there is no reason why instruction should not be presented entertainingly."

"The social feature of the institute should as a rule receive more attention."

"With a shortened program, proper censorship on the material presented on the basis of its educational value, and attention to the social possibilities, the Pennsylvania institute would approximate the ideal, so far as the possibilities of a single week are concerned."

"The primary object of the institute should be inspiration and not academic instruction."

"It would be well to have teachers listen to lectures dealing with child life and educational methods in the light of the present-day ideals and investigations. Teachers need concrete and practical knowledge, happily presented, which will enable them to understand the children with whom they deal. The sub-

ject that most needs discussion in the Pennsylvania institutes is the traits, characteristics and needs of childhood and youth."

"An ideal arrangement is two lectures and a song period for each half-day."

"An institute should be conducted as a kind of model for a day school—in reference to its spirit. There should be a definite plan, and then the plan should be carried out."

"Five one-day sessions scattered through the year are better than one five-day session. Music, elocution and entertainment should be eliminated. Each address should be limited to fifty minutes in the general sessions, with ten minutes for relaxation and announcements. If I had to eliminate one or the other, I should eliminate the general address and keep the concrete treatment of perfectly specific problems. Discussion of the teachers' troubles, as prompted by questions asked, is of vital importance."

County Conventions of School Directors. The Pennsylvania plan of holding county conventions of school directors is unique. There is nothing like it, so far as the committee knows, in any other state of the union or in any other country upon the globe. It brings together once a year the directors from all parts of the county and gives them the enthusiasm which comes from numbers and from leaders engaged in the same work. It enables the superintendent to bring his coworkers under the influence of speakers who have spent a life-time in the study of educational problems. It opens the way for discussions and advice upon the difficulties which arise whenever a step forward is taken in transportation, consolidation, supervision or administration. Lantern slides may be used to show how grounds can be improved or should be laid out, how school rooms should be lighted, heated and ventilated, how seats, desks, blackboards, maps and window curtains should be arranged, how doors should be hung and stairways planned in buildings two or more stories in height, and how the most pleasing effect can be produced from the architecture of buildings of various dimensions. The meetings are usually held in towns which have something new to show. The compensation is such that the wage earner, if he is a school director, can afford to leave his work for a day or two in the interest of good schools. The committee does not recommend any change in the law providing county conventions of school directors. The Code might be improved by definitely providing for the payment of the expenses of the delegates who attend the annual state convention of school directors.

Conclusions and Recommendations.—A literature of considerable interest and magnitude has grown up around the Rural School Problem. For the benefit of those at work in rural schools the committee feels justified in drawing attention to the following: L. H. Bailey, The Country Life Movement and The Training of Farmers; Betts and Hall, Better Rural Schools; Mabel Carney, Country Life and the Country School; Crosby and Home, The Free Publications of the Department of Agriculture, Washington, D. C. (free); E. P. Cubberley, Improvement of the Rural Schools and Rural Life and Education; Cubberley and Eliott, State and County Educational Reorganization; Culter and Stone, The Rural School, Its Methods and Management; B. M. Davis, Agricultural Education in the Public Schools; Eggleston and Bruere, The Work of the Rural Schools; Foght, The American Rural School; Gulick and Ayres, Medical Inspection of Schools; O. J. Kern, Among Country Schools; W. A. McKeever, The Farm Boys and Girls; H. H. Seerley, The Country Schools; Snedden, Changing Conceptions of Education; and J. E. Warren, Agricultural Projects for Elementary Schools.

The committee cannot refrain from quoting an extract from one of the best of these books (Betts and Hall's "Better Rural Schools," pages 476–477, 481, 484). "Great movements and deep-seated reforms never come by chance. They are always produced by adequate causes, by forces that are consciously set in motion and carefully administered. There is still a great amount of social inertia to overcome and of ignorance and selfishness to be removed before rural education will come fully into its own. Indifference to educational needs and advantages is still the rule in many communities. Prejudice yet obtains in hundreds of districts not only against the consolidation of schools, but against all proposed improvements.

"These conditions must be wisely and courageously met. They cannot be overcome by fine theories nor by the appointment of educational commissions. The passing of wise laws and adopting of helpful resolutions may be a step in the right direction, but without the winning of the people most concerned all these things will prove futile and fruitless. The reform now being sought in rural education will require hand-to-hand work, and almost a house-to-house canvass, to instruct, inform, convince and convert. A doubter must be persuaded here and a skeptic won over there; the stingy man must be stirred into seeing greater value in his children and their future than in his stocks and his farm; here an obstacle will need to be removed from the way of progress, and again enthusiasm will have to be created and maintained; movements already started must be cherished; projects that advance but slowly must be hastened; steps taken in wrong directions must be checked, and every phase of the situation watched with the greatest wisdom and care." . . . "Fault-finding, adverse criticism and accusations of obstinacy and narrowness are ordinarily not helpful influences; the better method is constructive, helpful criticism in the form of plans and projects already tried and proved feasible.

Although the rural school is in a special sense the problem of the county superintendent, he should not be expected to accomplish impossibilities nor to solve the problem unaided by the other educational forces of the Commonwealth. He needs the assistance and support of the Legislature, of the State Board of Education of the Department of Public Instruction and of the State College. He must

work through the local boards of school directors and the teachers in charge of the several schools.

PRESIDENT'S ADDRESS.

Dr. Schaeffer occupied only a few moments in presenting this report, after which Vice President Harman introduced President Robert C. Shaw, of Greensburg, who delivered the following address:

The general theme of our program, "Standards in Education," implies that in education as well as in any phase of business or social activity certain standards may be fixed definitely. We believe that we have come to a point in our development educationally, when we may know with a high degree of accuracy, what limit should be placed around our efforts, marking the highest possible point of efficiency by going beyond which our efficiency is lessened. It is my desire to call your attention to a particular phase of the educational problem which to me is a most important one, and, although our theme is "Standards in Education," I may as well admit at the beginning that, so far, I am wholly unable to fix a standard here. Recently much attention has been given to efficiency tests, fixing by a given standard of measurement the results of human effort and endeavor. Loss and leakage are subjects for the most critical examination and crucial tests of the up-to-date business men or manufacturer.

Men's efforts are tested as to their results. Machinery is subjected to similar tests. Soils, land, stock of the farmers, all are placed under the measuring scale of highest productivity. As friction is avoided by lubricating machinery, and thus the accession to the scrap heap lessened, so friction, loss of time, retardation, and resistance in the work of education, causing a waste of God's most precious material, may be reduced to a minimum by the application of good sense, the keenest judgment and that wisdom that comes of a kind and sympathetic heart.

The names of some of the most prominent educators of the country appear on the program of this meeting of the Association. They will speak with a very large degree of authority in discussing the phases of the program assigned them.

This subject might be discussed under the head of waste in education, loss of material in education, conservation or any one of a number of other subjects. One or two writers have attempted, recently, to discuss it under the subject "Are the Public Schools a Failure?" We are not pessimistic; the opposite is true. We are firm in the belief that the public school is the most successful educational institution in the world to-day. We see greater success in view. But while this is true, we are brought face to face with disappointing facts. It is absolutely true that multitudes of the boys and girls of our schools are falling far short of receiving the benefits which the public schools may give. It is a lamentable fact that large numbers of them are leaving the public schools before finishing our courses.

It is scarcely necessary to enlarge upon the necessity of every individual's making the required preparation for his chosen field of endeavor. Our daily experiences are sufficient proof of this. All around us we see some failing miserably because of lack of preparation and at the same time cases are not lacking where some of no greater natural ability, having the necessary education, are succeeding splendidly.

The question impresses itself upon us over and over again. Why is this? What are the conditions that produce these results? Is there an error somewhere? Why this waste of human living? Can a remedy be found? Shall individuals continue to fail to measure up to a fixed standard of efficiency? Is it not the function of the public school to bring to a much greater number the assistance needed?

While we are discussing these problems of our schools, multitudes are failing—some fully realizing the cause of their failure and others indifferent or ignorant of the cause—are struggling without hope of reaching the goal of their ambitions. Is it not in the province of the schools to fit young people for life and its activities and thus to guarantee to them a high degree of success? From the report of the Russell Sage Foundation, of the Public School System of forty-eight states, we take the following:

The most efficient measure of the quantity of education which a school system gives the children of a state, is one which combines the two factors of the problem—first the number of children to be educated and second the amount of education supplied.

The number of children of school age is easily determined. The amount of education offered yearly by the public schools, is expressed by the aggregate number of days of schooling given in one year. (One day of schooling is the attendance of one child one day.) Dividing the total number of days of schooling by the number of children of school age, we get the average amount of schooling supplied per capita of school population. This measure includes every element affecting the quantity of instruction, length of school year, regularity of attendance, and total number of children.

The standard school month consists of twenty school days. On the basis of an equal distribution of instruction given among all the children of school age, the effective school year in the state making the best record is less than seven months, and in nearly a quarter of the states it is less than three school months. As a nation the United States has a shorter school day, a shorter school week, and a shorter school year than any other highly civilized country in the world.

The ordinary child attending school nine or ten months each year requires from eight to ten years to complete the elementary school course. Relatively few children remain in school so long, yet only nine of the forty-eight states keep their schools open nine months or more.

Our school years are short, but our attendance years are shorter still. In some states,

such as Maryland and Mississippi, the average attendance is only about sixty per cent. of the school year. In others like Oregon and Massachusetts it is more than eighty per cent. Lengthening the school year without provision for securing regular atendance increases school expenditures without obtaining a corresponding return in educational results.

A school boy in North Carolina or New Mexico, with an attendance based on the average effective school year in those states—from 65 to 66 days—would need over twenty-two years to complete an elementary course of eight years of nine months each. On this basis if he entered school at the age of five he would get his eighth grade certificate at the age of twenty-seven. Such conditions partly account for the fact that in many states few of the children enrolled ever reach the upper grades and the high school.

In the same report we find the school mortality in the elementary grades to be as follows: In New Hampshire, the state making the best showing, there are only 118 pupils in the high school for each thousand in the elementary schools, or about one ninth as many. This does not mean that only one child in nine ever reaches the high school, for the high school course is four years, whereas the elementary course is eight or nine years. If conditions were ideal and all children remained in school and made normal progress, high school pupils ought to be almost half as many as the elementary pupils. Instead of being half as many they are in only four cases more than one-tenth as many, and in some states the high school membership is less than one-fortieth of the elementary school membership. This means that there is a series of enormous leaks through which the children escape from the school system before completing the course.

Accurate data are not available to tell us how many children complete the elementary grades, what proporton go to high school, and what proportion go to college. According to an estimate made by the United States Bureau of Education, less than half the children of the country finish more than the first six grades, only about one-fourth of the children ever enter high school, less than eight in each hundred complete the high school course and less than five in a hundred recieve any education above the high school.

An educational institution is judged by its product, just as a factory or mining plant. Yet how long could the manufacturing plant hold out against a leakage or waste such as this of the public schools? We know that men having in charge such a plant would spare no expense in finding a remedy for such a condition. Shall not we who have charge of the public schools whose material is infinitely more valuable find a solution to our problem?

By glancing at a few rather carefully prepared statistics, gathered from a few characteristic rural districts of one of the counties of our own state, we find the following to be true. Five districts are selected giving number of pupils in each year.

Grade one,	668	219	565	490	366
Grade two,	381	143	278	320	288
Grade three,	346	123	214	316	219
Grade four,	372	116	184	267	232
Grade five,	225	112	140	217	245
Grade six,	204	101	102	157	182
Grade seven,	135	31	72	122	130
Grade eight,	135	25	55	66	104
First Yr. H. S.	55	14	17		47
Second Yr. H. S.	26	7	12		18
Third Yr. H. S.	28	5	6		14
Fourth Yr. H. S.	15	6	3		10

Total number of pupils in the state, Males 672,622, Females 670,433, total 1,343,055.

Total number of pupils in the High Schools of the state, Males 22,809, Females 29,465, total 52,274.

Or in other words we have in the high schools of the state 3.14 per cent. of the entire number of the pupils of the state. Exact data of pupils going into schools other than high schools can not be obtaned, but compared to those entering high school the number is very small. The Superintendent of the New York Schools reports that in his opinion some of the causes of this tremendous loss are due to the following: Irregular attendance, due to poor home conditions. Looseness of parental control. Ignorance of parents. Lack of opportunities for home study. Poverty of home requiring pupils' assistance. Sickness of other members of the family. Lack of proper clothing. Feeble health of individual pupils. Truancy, attributed to lack of support by the Courts, in enforcing the Compulsory Law. Lack of co-operation of parents. Lack of sufficient number of competent Attendance Officers. Late entrance into school. Transfer from school to school. Physical defects, caused by or intensified by lack of medical care. Nervous troubles. Adenoid growths and enlarged tonsils. Defective teeth, eyes and ears. Malnutrition. Lack of play and exercise. Unsanitary conditions. Sluggish mentality. Excessive size of classes. Prolonged or frequent absence of teachers, whose places are filled by substitutes who are sometimes indifferent and sometimes inefficient. Varying standards of rating pupils, some too high and some too low. Inefficient teaching. Improper methods of promotion.

Relative to the matter of varying standards of rating pupils, as mentioned above, it might be said that many pupils are driven out of school by what we commonly call a "High Standard." A high standard is one which secures the best and most effective and successful work from the pupil. Any other standard is not high. We are of the opinion that the standard that is based on effort, zeal, interest and desires created, is the highest possible standard. A standard which promotes failure and discouragement is low. We are all acquainted with individual teachers and with institutions that have been the cause of the termination of the school career of hundreds of boys and girls who average up well both in effort and in mental power. This, in fact, is in many cases following the line of least resistance, apparently throwing off a

tremendous responsibility. Too often the interests of individual pupils are sacrificed. We should like also to add that regarding the Compulsory Law of our state, we think it either lacking in its disposition of children between the ages of fourteen and sixteen, or those in authority are failing to enforce it. We believe that the Compulsory Law of Ohio is much plainer and easier to enforce. This law in substance is as follows:

Employment certificates or permits are not to be made general, but in each case with reference to a particular employer, who must first agree in writing to employ the child legally, and to return the certificate to the proper officer when the child leaves his employment, stating the reasons therefor. If application is made for an employment certificate for a child who is undeveloped or who appears not to be in sound health, such certificate may not be issued without a certificate from the Board of Health showing that the child is able to do the work. All children between fourteen and sixteen years of age who are not legally employed are required to attend school the full time, and such children as have not completed the eighth elementary grade may be required to continue their schooling in part-time schools until they are sixteen years of age.

Hereafter truant officers will, in effect, act as employment agents for children, for they are required to keep a list of children between 14 and 16 years of age who desire employment and are entitled to certificates, and employers desiring help shall have free access to such lists. Truant officers shall cooperate with the department of workshops and factories in enforcing the child labor laws. When a child in school has reached his twelfth year and has not completed the fourth grade work, principals and teachers may cause such child to devote his entire time to the studies required for an employment certificate, with such manual training as may be practicable.

But why concern ourselves about those who fall by the wayside? Is it a matter of very great importance? Does the training of a young man count for anything in his chosen life work? We are of the opinion that the lowest possible standard upon whch we could base the estimate would be a money standard. Yet this is important for it is a fact that while we are living in the highest sense, we must also be making a living. Having you keep in mind the true value of the good citizen, realizing that his influence is immeasurable, I wish to refer you to the following report:

These figures were prepared by the Massachusetts Commission for Industrial and Technical Education, based upon a study of 2000 actual workers to demonstrate the actual money value of an education. The average results reduced to individual cases would be something like this. Two boys, fourteen years of age, are interested in mechanics. One goes into the shop, the other spends four years in a technical school. The boy of fourteen who goes to work, starts at four dollars a week and by the time he is 18 his wage is seven dollars a week. At this time the other boys leaves school and starts to work at ten dollars a week. At twenty the shop trained boy is getting $9.50 a week, while the technical graduate is getting $15.00 per week. At 22 the former's weekly wage is $11.50 and the latter's $20.00. At 25 the former gets $12.75 and the latter $31 per week. The actual monetary income from the labor of these two boys up to the time they are 25 years of age is as follows: Money earned at the age of 18 by the boy starting to work at fourteen, $1144; by the boy taking a technical education, nothing. Money earned by the first at the age of 20, $2002; by second $1300; Money earned at the age of 22, $3094; by second, $3120. Money earned at the age of 25, $4963.22; by second, $6812. The boy in his seven years labor, after receiving a technical education has earned $1848.78 more than the boy without the training earned in eleven years.

Mr. J. M. Dodge, president of the American Society of Mechanical Engineers, on the money value of technical training in the United States quotes the following table: It will be noticed that there is a slight variance in these two estimates, but Mr. Dodge's report is valuable because he gives the estimate of the training in higher institutions.

Unskilled labor begins at the age of 16 years at $3.00 a week wages and increases in skill and amount of wages for six years when it has completed its career and arrived at a period of arrested development in the 23rd year at $10.20 a week. The shop trained laborer begins at the same age and wages rises more rapidly and at two years later reaches his full growth at the age of 24 and with wages at $16.80 a week. The trade school does better than the apprentice system of shop training and turns out its students after three years of instruction at the age of 19 with an ability to earn $12.00 a week. Six year later, at 25 years of age, the wages rise to $22.00 a week and may reach a maximum of $25.00 a week some years later. The graduate of the school of technology has carried on his school studies for six years beyond the age of 16 and begins to receive on graduation at 22, the sum of $13.00 a week, and his wages continue to increase until 10 years after graduation they amount to $43.00 a week.

Probably the most striking statement in this report is the reference made to the fact that the unskilled laborer has arrived at the age of 23 at a stage of arrested development or the highest point of efficiency, while the technically trained boy continues to grow in efficiency for many years.

The important point is how are we meeting the situation? What is being done that each individual pupil may be given the maximum of opportunity? In the last analysis, it must be dealt with from the side of the individual. We are too likely to deal in generalities in considering this matter. We cannot emphasize too strongly the capabilities and possibilities of the human soul.

You have heard, doubtless, of the epitaph on the memorial of a peasant in the country churchyard, "Only a Clod." Whether dictated in a pathetic or cynical temper that epitaph is

really very good. "What wonderful things," says Dr. Watkinson, "are latent in a clod. All possibilities of form, color, music, light, fragrance, and fruitfulness are there. Exquisite shapes, beautiful hues, ears of gold, purple clusters, bread to strengthen man's heart, and oil to make his face to shine, dropping honey, burning roses, pure lilies, and a thousand other miracles of grace and glory spring out of the dust. It will amaze us on the morning of the Resurrection to see what God brings out of that clod, when this corruptible shall have put on incorruption and this mortal shall have put on immortality."

This being true of one individual, of what immeasurable value is the accumulated wealth of a multitude. The leaders of educational thought of the state, down to the humblest citizen, should become intensely interested and should catch the vision of the possibilities of all the children of all the people being fully trained for the most efficient service.

Dr. Louis W. Rapeer, Professor of Education at The Pennsylvania State College, followed in an address upon the

STANDARDIZATION OF THE RURAL SCHOOL PLANT.

The Problem.—Standardization of the material equipment of schools is but an effort to bring modern science "down to brass tacks" in the service of the public good. The people of the country are far more willing than many pretend to make possible a reorganization of rural education to meet the needs of the country life problem, and they are seeking an answer. To practical students of rural sociology it is a cause of great satisfaction to see how the farmers in every part of the United States are at work studying their problems; flocking to experimental farms, to demonstration trains, and to lectures; taking farm magazines, experimenting with new devices, and sending their sons and daughters off to state colleges for rural life education. Wherever they find a real leader, a teacher in the district school, a county superintendent of schools, an enterprising farmer, or a state or national official sent out for the purpose, they are using him for all he is worth to help them meet the situation.

Those who say that farmers are very conservative and backward, that they will do nothing, and that every one must be afraid of "starting something" for fear of their objections—that the farmers of a particular community, county, or state are hyper-sensitive and unwilling to be shown or lead—and who justify their lack of leadership by such excuses, either do not have the qualities of leadership, do not know how rural life in any particular direction should be led, or vastly under-estimate the quality of the real American people. Any careful study of what farmers are actually doing for rural life improvement all over this broad land, will furnish plentiful ammunition for eliminating or converting the timid, the political 'fraid-'o-cat, and the follower who inhabits the shoes of a leader. It is a time for hope and courage, not a time for Hamlet-like indecision or despair.

"Years ago," says David Starr Jordan, "In a poor region of southern Indiana, I came across the track of a man whose remarkable influence for good on the community was as evident as the foot-print of the mastodon in the fossil-bearing rock. The man had long since passed on but the influence of his leadership was permanently there, distinguishing that community from any surrounding it." There is the essential factor: the same factor which Governor Brumbaugh so admirably emphasized this afternoon, the factor of public leadership.

When we look over the country and see the results of thousands of progressive experiments for solving country life problems; when we piece these together and see their meaning in combination; when we see the economic and social needs of the country scientifically analyzed and demonstrated, and the solutions applied in successful objective form—then we are ready to say to farmers seeking solutions of their many dilemmas, "Here is something definite and tangible which we know is a success. We have specialized in this particular phase of rural life improvement, and we want you to go over it with us and see just what it will do; and, if you are convinced, we hope you will do as thousands of other communities are successfully doing, put the thing into practice.

It will have some noticeable effect upon keeping boys and girls on the farm, instead of their running off to the city as early as they can; it will make possible an easier life, more happiness, and desirable leisure; it will make possible the growing of superior apples, cattle, hogs, grain and poultry (and "not only hens, but Henries"), where you now obtain inferior products; it will make "mother less a slave" and will even help to solve the middleman problem. Do you want to try it?"

We are not here to discuss methods of community leadership. Some are born leaders, some achieve leadership, and some have the office of leadership thrust upon them. All who in any way possess such offices will do well carefully to study practical social psychology and the methods used by great business corporations and other agencies for creating wants, "getting things started," and moulding public opinion in our democracy. We are here rather to discuss the problem of the standardization of the rural school plant—of the nature and types of standards which should be set up for rural school plants and how these may best be arranged and used for moulding public opinion in this special direction and stimulating desirable effort on the part of school communities to rise to the standards set.

Standards and the Standard School.—A standard bearer is a leader, one who helps humanity on. The standard is an ideal, more or less realizable, for achievement. We have standards of weight, of temperature, of length, of living, of decency, of etiquette, of measurement, of handwriting, of arithmetic, etc., of fire-proof construction, of business economy and scientific management, of methods of an-

tiseptic surgery, of physical endurance and achievement in many fields, and many others Some of the valuable characteristics of good standards are as follows:

A. That they take the indefinite and vague and make it specific and clear.

B. That they are based on definite scientific laws or generally agreed-upon principles, units, and elements.

C. That they hitch our wagons to a star but keep the hitch long enough for our wheels to remain on the ground.

D. That they are of great educative and formative value in bringing up an entire population to higher levels of civilization. Clocks, sewing machines, pianos, and bathtubs are rapidly becoming standard elements of American homes where but a few decades ago they were absent altogether, existing only as the proud possessions of people of wealth.

E. That they are closely related to the solution of dominant life problems in the most economical way yet devised.

F. That they are, therefore, of immeasurable value in times of change and transition like the present, when, as Lowell says, "New occasions teach new duties, and Time makes ancient good uncouth."

The dominant life problems of the rural population are the dominant problems of its principal common institution, the public school. That type of school should be held up and made a standard which most completely meets the needs and demands of the times. We are petty and insignificant indeed if we set up as standards merely improved copies of ancient instruments which, no better than those now in use, will solve the problems of the present and of the future. Since, further, the conditions of life and its environment are so varied, the highest standard may not be achievable by all, and it will be desirable to fix two or more standards There is also danger of setting standards too low, but there is little or no danger in setting high ones if there are several intermediate steps grading up to the highest.

Standard Essentials.—According to my best present judgment, the rural population need for their education the following essentials:

1. A permanent rural-life leader who can make a speciality of community education in a single district as a life work.

2. Schooling that is directly and immediately related to country life and its needs.

3. Methods of education in accord with the nature of the learning process in children and youth.

These factors would require buildings and grounds suitable to the solution of the people's dominant problems such as those of health, vocational efficiency, socialization, citizenship, and recreation. Evidently, these factors will also demand an experimental or demonstration farm and will require the time of the leader or principal twelve months in the year. To secure such a leader, three or four times the average salary now paid country teachers will be necessary. However, a school farm of suitable size and quality will furnish produce and house-rent enough to cover half or more of such salary. Evidently, too, it will be uneconomical to attempt to provide such a school-home-farm and rural life leader in connection with every little one-room building which we have inherited from pioneer days when such buildings were desirable and necessary. Thousands of successful experiments show that children can come, or be transported for upwards of an hour's journey to a centralized or consolidated school, making necessary only one farm, one school building, and one leader instead of several.

In Germany, where farmers live in villages and drive out each day to their farms, such transportation or long walks to school are not as necessary as in a country where each farm house is an isolated entity far from other homes. But the farmers of this country are rapidly centralizing in villages, largely for better educational and avocational advantages, and the consolidated school will to a desirable degree, help the centralizing movement along but by making the school the center, not the village. Good roads, rural free delivery and innumerable autos, half of which are now owned by country people, are solving the transportation problem.

At such a school there can be the home of the principal, a trained rural life leader, who will inevitably in most cases be a married man with a family. If the school has several other teachers there will be also a house for them. There will generally be necessary a janitor and caretaker, a man of all work (who can also in some cases act as a driver) and a house for him. In some cases there are even cottages for all the drivers of the school vans. In certain cases, too, teachers board at the home of this general workman. These extra cottages may usually be the old abandoned, one-room school buildings, remodeled, perhaps, by the students of the school after being brought in. The land of the adandoned schools when sold will perhaps provide some money for such remodeling, although the land used for school sites is usually not the most desirable in the community.

Barns for demonstration, for storage, and for housing the horses or autovans that bring the school chldren in daily will also be needed. The school will require certain sanitarily and educationally planned class-rooms, a library, a large assembly room for social-center and other meetings farm craft or manual training rooms, a room for experimental agriculture and gardening, a domestic science room, and other features. The teachers will have a good boarding place under the leadership of the domestic science teacher and some social life; the principal need not, like the monks of old, take the vow of celibacy and poverty; and a farm-life center and education by experience will be an accomplished fact.

Photographs, plans, explanations, specifications, and estimates of cost, for such model rural school plants are easily obtainable, especially in Dr. Dressler's admirable bulletin, just out, which every one interested in rural life improvement should immediately secure if he wants something valuable and doesn't wish to pay fifty cents for it unnecessarily,

namely, the bulletin by the U. S. Bureau of Education entitled "Rural Schoolhouses and Grounds."

This, then, must become the first standard for a rural school plant. To many it will appear to be only a star, but such centers are appearing on this earth in our own United States too rapidly and in too great numbers to say that heaven cannot be brought to earth. The state of Washington, rough and mountainous and sparsely settled as it is, had, for example, 83 teachers' cottages up to last March and these have all come about in the last few years. (I do not think there were a dozen when I traveled over the state for the University of Washington in 1909–10.) Statistics show that there are over 400 teachers' cottages furnished with public schools in the United States. Several states, notably Louisiana and Minnesota, requre at least ten acres of land for agricultural purposes in connection with every school receiving state aid for teaching agriculture. There are probably 8,000 consolidated schools furnishing free transportation. Many valuable facts in this field are now being collected by the Bureau of Education and the American Society for the Advancment of Agricultural Teaching.

Principles of Standardization.—Some further principals underlying the standardization of the rural school plant may be summarized as follows:

1. In establishing standards for rural schools, other factors than buildings and equipment grounds, must be taken into consideration, such as the qualfications of the teacher, the efficiency of instruction and management, adjustment of the school work to community interests and needs, etc. The various standards offered in this paper are constructed with a view to their correlation with these other factors in any use of standards for rural school improvement.

2. Standards should be worked out with the greatest care and should be annually revised where necessary or desirable. We need a commission in this state to elaborate such standards by wide investigation, by lighting experiment, etc.* Such problems as unilateral lighting, the use of movable school desk-chairs or of fixed desks and seats, the use of hygrometers, the best ventilation devices, the proper kinds of wall colors and materials, the use of picture mouldings, the best type of outdoor and indoor toilets, north lighting vs. east or west lighting, and many other features have not yet been scientifically settled. Too many of our standards will not bear searching investigation. They must be made scientifically and more carefully than most of us have time for apart from our regular work.

3. The State Department of Public Instruction and the county superintendents should bear the chief responsibility for establishing, publishing abroad, and getting used rural school standards. The bulletins of Minnesota, Michigan, Missouri, Alabama, and Illinois, several of them published in 1914, will prove helpful as well as two publications of the U. S. Bureau of Education and the various books on rural education, such as Betts and Hall's "Better Rural Schools," Cubberley's "Rural Life and Education," and Carney's "Country Life and the Country School." Teachers must first be educated up to the new standards, then the directors, and then the people at large. The work of educational publicity is of the greatest importance. Every type of premium should he set upon such advance.

4. Too much emphasis cannot be placed upon the form of the publications. Most state and county publicity matter is printed in atrociously fine print, on poor paper, with unsatisfactory illustrations, and generally bad workmanship. The bulletins of the first three states above are of a new order—the three M's, Michigan, Minnesota, and Missouri—all printed in 1914. There should be many line drawings of plans and other desieablr features and also many photographs. Dressler's volume is a model here. Better say less and get into form that makes vivid and dynamic impression by being read and pondered, or use more pages.

5. Too much emphasis can hardly be placed upon the volunteer and cooperative work that can be done by communities in improving their school plants. The bulletin may well show how old buildings may best be remodeled, and how various communities have set to work to improve them. Supt. Rapp's bulletins frequently speak of the use of Larkin's Soap wrappers to secure improvements for standardization, for example. Recently, a normal school teacher went out to a rural school to teach, merely to show what could be done, and it was not long until she had several men and boys with their teams digging out a school basement free of charge. In some places the school boys have completely remodeled the old school as manual training work, and some have even built new school houses. These methods should be discussed at every county institute. Stereopticon views and actual models of standard school plants should be widely used with patrons and directors.

6. Not only should metal door plates and diplomas be given, but some method should be devised for checking off each item of standards that has been attained. In Oregon, the standards for a school are printed on a single heavy sheet of paper and the county superintendent on his visits sticks up a star opposite each item attained until the school is ready for state recognition. The signature of the county superintendent opposite each item would perhaps be better here. This would prove a constant stimulus to teachers, pupils and patrons.

7. Recognition as standard schools should be given for periods probably not longer than a year. This has been found desirable in states like Illinois where the standardization movement started. It prevents backsliding until the habit is set.

8. State appropriations of varying amounts for the different standards may well be offered as inducements. Twenty-five hundred dollars added each year for certain definite improvements have been found to be of immense value

*Appointed at meeting in Harrisburg, in 1914.

in accelerating the movement. For consolidated schools much more should be offered. In our *present* state appropriations, for example, were not given on the basis of the number of teachers employed *and number of children in the district between the ages of six and sixteen whether in school or not,* but were given on the basis of the *aggregate daily attendance* and number of teachers, a considerable money premium would be placed upon regular attendance and longer terms of schools, two important items of school standardization.

Six Standard School Types.—Taking into account, then, the tremendous need and desirability of standards for rural school plants for rural life improvement and the many practical factors underlying their successful use, I wish to propose here for criticism six types for standard rural school buildings, grounds, and equipment, three for consolidated and three for one-teacher and simple union schools without transportation. They grade gradually downward from the highest type of consolidated school to the typical one-room box-car school of the present. I shall treat each set in reverse order.

I. Standard Consolidated Schools.

3. Number Three, Consolidated, Grade C, or Simply Standard Consolidated School, a well graded rural school with at least three acres of land, conveniently located, conforming to all the essential requirements of the highest type of the single teacher school, to which pupils from outlying districts are transported, usually at public expense. Careful grading, more than one teacher, transportation, and sufficient land are essential to distinguish this lowest type of consolidated school from the usually poor type of "union" school as defined by Betts and Hall,* as a "two or more district (one-teacher) schools united in one enlarged district or semi-graded school."

2. Number Two Consolidated, Grade B, or Superior Consolidated School, meeting the standards of number three and exceeding them by requiring over three but (perhaps) less than ten acres of land, an assembly room seating at least 300 persons comfortably and safely, and an agricultural high school of at least one year's work.

1. Number One Consolidated, Grade A, or Excellent Consolidated School, with ten acres or more of land, an assembly room at least as good as that of number two, rooms for agriculture and domestic science, etc., an agricultural high school four years in length, a home for the principal, half of the land used for practical demonstration farming, and perhaps cottages for the other teachers and for the man of all work.

We cannot take the time to give in detail the various specific requirements for external features of these schools. Floor plans, descriptions, photographs, specifications, and estimates of cost are given in a number of the references named. No state has yet attempted, however, fully to standardize these schools by grades or types, and state aid and money premiums are not yet given in all for the various features. Most states do have good bulletins on school architecture, including consolidated, and perhaps most have special bulletins of a general nature on the consolidated school.

II. Standard One-Teacher and Union Schools.

3. Number Three, Grade C, or Simply Standard District or Non-Consolidated School. The standards for this lowest type of specifically recognized school should be those of our better single-room or union schools, attainable without great cost or entire rebuilding in most cases. I would not require unilateral lighting here, for example, but a preponderance of light from the left such as could be obtained by cutting in two to four windows on the left of the pupils at a cost of fifteen to thirty dollars. The standards of Supt. Rapp of Berks County, of Supt. Jones of Jefferson County, of Supt. Welfling of Potter County, of Supt. Milnor of Lycoming County, the State Department's plans for State and County standard schools, the standards of many other states, and the standards set by the N. E. A. Committee, Dr. Thos. D. Wood, Chairman, could all be studied to advantage here. Supt. Rapp's plan of reporting in writing on a standard form preliminary to standardization, entitled, "Report of the Official Visit of the County Superintendent" is also highly to be commended as a means of paving the way for the application for a certificate of standardization, although we might not, of course, agree on all features, such, for example, as the recommendation of wood blocks asphalted together on a bed of cement for flooring. The Alabama and Montana plans of giving a certain number of points for each feature and requiring a certain combined score seem to me superior in certain ways to the more general and vague requirements.

We give below certain essentials of the physical features of such a school without, however, giving the scoring for each item. (The Alabama form of score card can be found in Vol. I, of the Report of the Commissioner of Education for 1913, pages 171–2.) All new schools and grounds should follow the standards for the highest type of the single room school, and these new schools should be constructed only after careful consideration of the feasability of consolidation. It has been found in most States, however, that the people will abandon very attractive small schools that have been standardized when once they become convinced of the importance of consolidation for rural life and education. All consolidated schools should be standardized by the State Department of Public Instruction and all new schools of the lower grade can be standardized to a large extent by carefully utilizing the power of proposing and rejecting plans. The certificates for the standardization of the two lowest types of schools may be left to the county superintendents, subject to check by the State Department. Each point of the standards should be made as specific as possible, *e. g.,* requiring at least an acre or a half acre instead of merely "ample playgrounds." Different types of buildings will be required for buildings facing roads running in

*(See their book on "Better Rural Schools," pages 228–230.)

various directions if we set the standard of east or west lighting. Appropriate exercises should accompany the presentation of certificates and door plates by county or state officers in order appropriately to dignify and idealize the work for standardization.

School Grounds.—1. At least an acre of land in the entire school site, three or more acres desirable.

2. Well drained, and level and fertile enough, in the judgment of the inspector, not to interfere with the best work in the way of play, school gardens, and the like.

3. Not more than two miles from the most distant home if pupils walk and not more than six miles or an hour's ride for those transported.

4. A good driven well with pump, preferably a force pump with a pressure tank for inside drinking fountain and lavatories.

5. Two well-constructed, rainproof, well-ventilated, and sanitary privies at least fifty feet apart, or, if close together, separated by a partition seven feet high and twenty feet or more in length. Indoor toilets preferable. All outhouses to be sand-painted, screened by perennial vines, and also screened against flies and mosquitoes. Outdoor toilets may be of the three following types: Dry earth closet, septic tank container, or with a water-tight vault or box. See chapter on "Sanitary Privies for Rural Schools" in Dresslar's bulletin on "Rural Schoolhouses and Grounds."

6. At least four shade trees well arranged on the site, well cared for, and protected.

7. At least the following play apparatus: one turning pole and one playground ball and bat owned by the school for the boys, a sand box not less than eight feet long, four feet wide, and ten inches deep, and one swing for the little children and two swings for the older girls. Tennis, croquet, and volley ball sets owned by the school are also desirable. The teacher is here referred to Curtis' "Play and Recreation for the Open Country."

8. If there are fences they should be in good repair.

9. A four to six foot gravel or cinder path leading from the road to the main entrance of the school and similar paths from the school to the outhouses if any.

10. If fuel is not kept inside the main building there should be a good well painted and dry fuel house, convenient to the school.

11. A flag-staff and flag in good condition.

Building.—1. Large enough to include, besides a standard class-room, separate cloak rooms for boys and girls, well lighted and conveniently arranged, and not less than four by six feet in size, respectively.

2. Outside well painted within the past six years, if of frame construction.

3. Doors opening outward and in good condition with good locks.

4. All windows screened with coarse protecting wire screens. Fly screens on windows and doors to be used in September and October and the last two months of school in the spring.

5. No shutters on windows.

6. Roof in good condition to prevent leaking.

7. No marks or carving on outside walls.

8. Good water-proof foundation.

9. A porch is desirable.

10. Workroom or rooms, and a library, separate from the main rooms by door or partitions with glass for supervision purposes also desirable.

Classroom.—11. Not less than 22-x 30 x 12 feet in size, preferably 24 x 32 x 13. Any of the types of schools recommended by Dressler in his bulletin, mentioned above, may be used. The room should be large enough to provide for social-center activities.

12. At least 15 feet of floor space and 200 cubic feet of air space for each pupil enrolled.

13. No platform for teacher's desk.

14. Floor of oak, maple, or hard pine, tongue-and-grooved wood well put down, preferably parallel with a wall upon a floor laid diagonally with the joists. Double floors are essential for warmth.

15. Floor well oiled. New floors should have boiling oil, in which a pound of paraffine to a gallon of oil has been dissolved, well rubbed into them.

Lighting.—16. Classroom should be lighted predominantly from the left of pupils as seated.

17. Glass space on left equal to that on the right and rear combined.

18. No windows permitted at front of room.

19. Glass space to equal *at least* one-fifth of the floor space except where mountains, hills, tress, or other obstructions to light, raise the horizon line above an angle of twenty degrees on either side. Then *at least* one to four should be the ratio between glass and floor space.

20. Left lighting should be from east or west of pupils, not from north or south, except for buildings already erected. (Buildings of various types to provide east or west lighting from left on roads running in any direction should be recommended.)

21. Windows on the right or rear should preferably be principally for ventilation, "breeze windows." Single sash on pivots or hinges above the blackboards, at least seven feet from the floor, should take the place of long vertical windows here.

22. All windows should reach as near to the ceiling as possible—not less than eighteen inches, measured from the top of the upper pane, for this standard.

23. Tops of window square.

24. Bottom 3½ to 4 ft. from floor.

25. Light at least 2 candle power on a fair or semi-cloudy day at darkest part of room as measured by the Sharp-Millar photometer.

Shades.—26. Light tan in color, preferably cloth and the roller easily movable to any part of the window.

27. No shades on windows into which the sun does not shine. Shades must not cut off much more than the bright and blinding rays of the sun, thus letting in plenty of light when covering the window.

Walls and Ceiling. 28. At least twenty linear feet of slate blackboard four feet in width, preferably on the front and right walls, some low for small children.

29. Walls beneath blackboards and to a level with their tops, light buff or dark gray

in color, from top of blackboard to required picture mouldings on level with tops of windows or doors, light tan or light gray, and above picture mouldings and on ceiling, cream or white.

30. All framed pictures to be hung from pcture mouldings which reach entirely around the room, except where interfered with by windows or doors.

Heating and Ventilating.—31. Heating by jacketed stove with fresh air inlet about 12 inches square and outlet for " foul air " about 16 inches square near the floor on the wall near the stove.

32. Required to keep the humidity at all times above 40 per cent. of saturation and to provide 30 cubic feet of air per minute per pupil enrolled. (Standards here should be even more specific).

33. Windows should be easily movable by the teacher, and there must be at least four wind deflectors, preferably of glass, one to be placed at an angle at the bottom of each of two windows on each side of the room. Either four deflectors so placed or four window boards required.

Equipment.—34. Individual desks, adjustable and, perferably, movable, suited to children of all ages. More specific as to sizes perhaps.

35. A good desk for the teacher.

36. At least two chairs.

37. At least twenty feet of book shelves in cases with good locks, such cases preferably built into the wall at the front and left of the room.

38. At least 25 books suitable for school children, not counting supplementary reading or other books, such as text-books.

39. At least three good wall pictures.

40. A thermometer and hygrometer, preferably combined, both direct reading.

41. A set of good maps in a roller case, including one for the state, one for the county, one for the United States, two of the world, and one of each of the grand divisions.

42. A twelve-inch globe.

43. One large dictionary and two small dictionaries with good print, not less than eight point type.

44. One set of supplementary readers, not less than ten in number.

45. At least two boxes of dustless crayon, a pointer, a coal hod, a waste basket, a good broom or brush, no feather duster, a shovel, a poker, a coal hod if coal is used, and saw dust or other sweeping preparation.

46. If there is no force pump, there must be a closed tank with sanitary drinkng fountain attached.

47. Common and individual cups abolished.

48. Paper towels to be furnished, also a washbowl and mirror.

49. All needed supplies to be on hand on the first day of school in the fall and no delay to be caused by the lack of any supplies during the year.

These constitute the chief standards for standard school number three, placing it on the plane with good country schools everywhere. We have laws for enforcing certain minimum standards of comfort and decency. The above elementary standards are little higher than those required of all by law and should not be lowered in any particular perhaps for fear of standardizing and dignifying what is low and objectionable. The amount of striving necessity to attain this standard on the part of nearly any school in Pennsylvania is perhaps not very great.

2. *Number two, Grade B, or Superior Non-Consolidated School.*—The additional standards here should probably be:

1. One acre of play ground *at least.*

2. A well cemented and lighted basement, with basement furnace.

3. A library room.

4. More required books, both library and supplemental.

5. Indoor toilets, preferably on the first floor, but may be in basement.

6. Force pump and pressure tank with bubbling fountains in cloak rooms, or basement and classroom.

The principal increase in standards here will be in the qualification of the teacher perhaps.

1. *Number One, Grade A, or Excellent Non-Consolidated School.*—This school is the ideal of what a one-room school should be in a place where consolidation is a long way off or impossible. It may well have a small farm, a teachers' cottage, a first-class building, a model teacher, and plenty of desirable school supplies. This school should be the star of all schools that cannot expect soon to be consolidated schools. When it is a union school with two rooms but without transportation it is very near the consolidated type.

I have not time here to work out in detail the requirements for this highest standard. The Kirksville normal school in Missouri and the kind of model schools we hope to get in connection with our normal schools here should be excellent in every way.

In conclusion let me urge the great importance of establishing, publishing, and using such plans and standards, not these of course, but thoroughly worked-out standards. They will do more for the improvement of the rural schools than perhaps any other one thing that we could provide. State and county superintendents in all parts of the United States have expressed their surprise at the phenomenal readjustment of the rural school plants to these standards as soon as they have been widely and wisely promulgated among teachers, newspapers, directors, and patrons. The county superintendent of any state who each year would have most of his schools up to the highest standards would get a national reputation for good work, well deserved. Such statistics when published in the annual reports of the State Superintendent would mean much. Graphs and maps showing the relative standing of different counties are now being used with telling effect in rousing community feeling and county emulation. Let the good work go on.

Miss Janet McElroy, of Pittsburgh, rendered several selections on the violin.

Dr. W. C. Bagley, of the University of Illinois, Urbana, Ill., was introduced as the next speaker upon

EDUCATIONAL VALUES

Efficiency is a word to conjure with today. We hear it upon every side. It has become a shibboleth. The word has been taken over into popular speech, I believe, from the technical vocabulary of engineering. When we speak of the efficiency of a steam-engine or of a dynamo, we have in mind something that is definitely and tangibly *measurable,* and when we use the word "efficiency" in popular, everyday language, we convey with it somewhat of this atmosphere of certainty and exactitude. It reminds us of blue-prints and of T-squares—and a faint and rather pleasing odor of cotton-waste and lubricating oil seems to hover about it.

It has often been pointed out that the greatest handicap confronting those of us who teach lies in the difficulty of measuring in a definite and unequivocal way the efficiency of our work. We are handicapped in comparison with the workers in other professions. The physician, for example, either cures his patients or he fails to cure them; and in spite of the fact that many of the ills to which human flesh is heir would cure themselves if only we gave nature a fair chance, it still remains true that the physician can often see wherein his work succeeds and wherein it fails. Certainly at the end of five years' practice he is in a much better position to say whether he has *really* succeeded or *really* failed than are we to answer the same questions regarding our work. The lawyer either wins his cases or he loses them; and in spite of compromises and appeals, he too at the end of five years' practice is much better off than we are in answering this very vital question. And perhaps there is no profession that is more relentless in its standards of efficiency than that of engineering from the technical vocabulary of which we have borrowed the term itself. A civil engineer who builds a bridge puts into the structure his own career and his own reputation; if the bridge stands, its strength and its stability add strength and stability to his reputation, and if the bridge falls, his career goes down with it.

You will recall the story that Kipling tells of Findlayson, the civil engineer who built a great bridge across the Ganges. He put into the plans for this bridge the best elements of his constructive talent which he had gained at the cost of long study and experience. He put into the bridge the Findlayson truss, his own invention, which he dreamed would bring him honor and fame among his fellow-craftsmen. And when the plans had been accepted he went to India and lived there on the river's banks in charge of the construction. After long months of toil, the great bridge was completed, and during all this time the great river had behaved itself handsomely; but just at the end, when the false-work was being town down and the workingmen were clearing away the débris from the banks and bed of the stream, the wires flashed the news that the rains had fallen in torrents back in the foothills, that the tributaries were bank-high, and that Mother Ganges would quickly rise in her might. The great flood came bearing on its bosom the wreckage that it had accumulated in its wild course. It swept against the piers of the bridge—and Findlayson, his work done, stood in the pouring rain—and watched. Kipling has, in my opinion, given us nothing finer than his portrayal of the anguish and the agonv of those hours. And why the anguish and why the agony? Because, as Kipling says, there were *no excuses* in Findlayson's work. "Government might listen, perhaps"—for he was working for the government—*"but his own kind would judge him by his bridge as that stood or fell."*

And to those of us whose profession is to teach, there is something uncannily fascinating in a human calling in which one can make no excuses—in which one must inevitably stand or fall by the objective results of his work—by results which all men can see and judge. This is the privilege that is denied to our craft. We can not always or often know whether the bridges that we help to build stand or fall. And even when we know that they have stood firm and strong under the flood-tides of storm and struggle and temptation and disaster, we can not often say that their strength and stability have been influenced by anything that we have done. And when we know that they have fallen, we can not always say whether our sins of commission or of omission have been responsible for the fatal weakness—for that single flaw or defect that gave way under the strain and let the beams and girders of character tumble down in ruin.

You remember the anecdote that is told of the young scion of a noble family who had been intrusted to the care of a private tutor for his education. The teacher worked long and laboriously with his young charge. He worked with him from boyhood through youth and into early manhood—but with little success. And one day, when the young man had made an especially poor showing, the tutor took him severely to task. "Do you know," he said angrily, "that, at your

age, Alexander the Great had conquered half the known world?" The young man seems to have learned at least one of his lessons fairly well, for he answered with this retort: "Yes," he said, "but you forget that Alexander had Aristotle for a teacher."

Certainly it must have meant something for Alexander to have had in his teacher the greatest intellect that the world has ever known. And yet how much of Alexander's achievement can be attributed to the teachings of Aristotle—and how much was due to other factors? Neither you nor I—nor Aristotle himself, for that matter—can or could answer that question. It is this uncertainty with regard to the sources of human motive and human passion and human judgment that constitutes the irritating x in our professional equation. This is, perhaps, the reason why it is so easy for us to make excuses in our work—to shift the burden of responsibility for failure when it seems likely to rest uncomfortably upon our own shoulders.

But the situation is, after all, not so utterly hopeless as it sometimes seems to be. Character is a complex affair, but it is analyzable into simpler elements. Is it not possible to make an analysis and discover some of these simpler factors? Perhaps if this could be done, certain of these factors might be found to be readily measurable and readily controllable

It is an attempt at such an analysis and classification that I wish to discuss with you this evening. I shall try to list the important *outcomes of teaching* and to classify these outcomes.

A preliminary word is needed as to the principle that will govern our analysis and classification. I shall be dogmatic here. I shall say bluntly that the only outcome of teaching that merits consideration is one that affects the *conduct* or *behavior* of those whom we teach. If the students who come to my classes conduct themselves no more efficiently after they have left my instruction than they would have conducted themselves had they never come under my instruction, then my work as a teacher has been a failure. And it is conceivable, of course, that they may conduct themselves worse after I have done with them than they would have conducted themselves had they never come into my classes; and then my teaching has been worse than a failure —it has been a disaster. But, in any case, if I am to do anything at all in the way of effective teaching, I must in some way or another, directly or indirectly, influence the conduct, the action, the behavior of my students.

We shall think of the important outcomes of teaching, then, as *controls of conduct,*— as factors which make people *do* the things that they do, and leave undone the things that they leave undone.

There are four groups or classes of these outcomes of teaching or "controls of conduct" that I wish to discuss with you. I shall pass in my discussion from the group that is most certainly susceptible to the teaching influence and, by the same token, the most readily and accurately measurable; and I shall proceed to the outcomes that are less tangible, less certainly susceptible to the teaching influence, and less readily measurable. We shall pass then from those phases of our work that may be easily "standardized" to those phases that in all probability can never be successfully standardized.

The first group of outcomes is familiar to all teachers under the term "habits." But inasmuch as this term is very loosely used in our educational discussions, I should prefer to designate these outcomes more precisely as *specific* habits; and I mean by a specific habit an automatic or mechanical association between a stimulus and a response which has been acquired through some form of education. Our elementary school work particularly bristles with these specific habits, and when we fix a specific habit we are, in a certain sense, determining or controlling the future conduct of our pupils, or at least a little segment of this future conduct. It may be a very tiny and apparently unimportant segment; as, for example, when I teach a child that six sevens are forty-two and then through repetion make this association or connection so thoroughly automatic that, whenever the stimulus "six-sevens" is given, the response "forty-two" is instantaneous—coming without thought and without reflection, without the slightest temptation to say forty-one or forty-three or any other number except forty-two. We are speaking of the "controls" of conduct, and, compared with the great and critical problems of conduct, the fixation of an automatic response of this type seems perhaps to be a very insignificant matter.

Again, I may teach a child to use certain forms of speech "habitually"—to say "I shall" and "we shall" and "he will" and "they will" when simple futurity is implied. I may make these language forms so thoroughly automatic that, when the occasion comes to use the future tense-forms, the proper auxiliary will come to the lips without thought and without reflection—without involving a tendency to "think" what auxiliary to use in this particular connection. It is rather difficult to make automatic a response of this type; and yet it

can be done, and when it has been done another little segment of the pupil's future conduct has been determined; as an outcome of the teaching, a "habit-control" has been left with the pupil.

And yet both the number "facts" and the habits of conventional speech have a certain value to our pupils. Computation is an art that is fundamentally necessary to one who lives in a highly organized social group with its division of labor, its specialization of industry, and the constant need for buying and selling and measuring and evaluating. And the language that is conventionally correct is, other things equal, the language that is maximally efficient in the interchange of thought and experience. But the important thing is this: here is a field of education in which we can be reasonably certain of our results. We can hold ourselves responsible for fixing specific habits; and those who employ our services can hold us responsible for fixing these habits; and, beyond this, we may measure the progress that we are making with our pupils in this habit-building process—we may measure it from week to week, and from term to term, and from year to year.

There are other types of these very definite and very specific responses which merit attention. I may train a boy in the little "automatisms" that we sum up under the much-abused term "etiquette." I may teach him, for example, to stand aside to let a lady or an older person pass through a doorway first; and I may enable him to make this response so thoroughly mechanical that it will "control his conduct" on the proper occasion without the slightest "thought" on his part. Again it may seem that we have here a purely conventional type of behavior that has not the slightest "practical" value: certainly the lady or the older person could get through the doorway just as well if the boy went first. And yet these little habits of deference perhaps mean just as much, if not indeed more, than the number facts and the niceties of linguistic expression. To stand aside and let the lady pass through the doorway first is apparently a little thing—a seemingly trivial and unimportant thing; but respect for womanhood is not a little thing, nor is respect for age a little thing. Far from it. These are among the most important "conquests" that man has made in his long struggle upward from the brute, and the only way in which we can insure that they will be "kept alive" is to fix them as specific habits in each generation.

And so with a vast number of other specific responses, the fixation of which constitutes so large a part of the teacher's duty, especially in the elementary school. They seem small and trivial, and, taken by themselves, they *are* small and trivial; and yet "little things" though they are, they are fundamental to the task which has been assigned to the teacher, and this task is very far from a "little thing." It is in essence to see to it that the gains of the past are not lost to the present or to the future; that the progress which has cost the race so much is still retained; and just as much that man has accomplished is crystallized in tiny increments which represent slight steps upward, so much that education must reproduce in the individual is represented by the accumulation of these seemingly small and apparently unimportant habits.

So we have here in the field of habit a type of "conduct-controls" that are important and significant, and furthermore a type of teaching-outcomes which are certain, tangible, definite and measurable. There need be no "making of excuses" here; there need be no shifting of the burden of responsibility; there need be no doubt as to the efficiency or inefficiency of our efforts.

A second group of teaching-outcomes is represented by what we ordinarily term "facts and principles"—generically, "information" or "knowledge." If I teach my students that certain diseases are caused by bacteria, and that bacteria may be killed or rendered innocuous by certain agencies such as sunlight and oxygen and chemical disinfectants; and if I teach this "principle" so well that my students not only *understand* its meaning, but also have the ability to *recall* it when it is needed, and the willingness to *apply* it to the situations of life; then I have left with them a certain "control of conduct"—I have, in effect, determined a certain segment of their future "behavior."

But it should be clear enough that the *degree of certainty* with which I influence conduct is much less here than in the case of forming a specific habit. If I am successful in making a response automatic, I may be tolerably certain that it will recur automatically whenever the appropriate stimulus comes; but a student may clearly understand a principle and never think of applying it. Our large problem, then, in connection with "instruction" (fixing facts and principles as distinguished from "training" or fixing habits) is to make knowledge *dynamic*—to teach in such a way that our pupils will not only understand the facts and principles, but also have the willingness and the desire to employ these facts and principles in meeting the situations of life. It is a difficult problem to solve, but I believe that teachers to-day are much nearer its solution than were the teachers of a generation ago. Our present-day emphasis

upon the "problematic method" of imparting knowledge—that is, bringing knowledge to our pupils in direct relation to vital life-problems—is one long step in advance; and so is our attempt to reproduce in the school some of the situations of actual work-day life through hand-work, through the manual training shop, through the domestic-science laboratory, through the school garden and the school farm.

But, in general, the situation will always be clouded with more uncertainty than confronts us in our habit-building activities; for the knowledge-outcomes have for their purpose *adapting* the individual to *varying* situations, while habits prepare for recurring situations. When we can predict the kind of situations that our pupils will meet in later life, we can prepare them most effectively for these situations by a very specific and definite sort of training. We can make automatic the responses that meet the situations adequately. But for the situations that we cannot predict—and these must always be reckoned with—we must arm the pupil with "blanket" adjustments, so to speak; we must give him large comprehensive principles, covering in a less definite way a number of possibilities

If we do our work in the field of the knowledge-outcomes with much less certainty and measurability than in connection with the habit-outcomes, we are still more heavily handicapped when we come to the third group of conduct-controls. I shall designate the outcomes of this third group by a word that we use very frequently in educational discussions—the word "ideals."

I shall not attempt to define the word "ideal"; I shall, however, insist that, as teaching-outcomes, ideals should be emphatically distinguished from facts and principles on the one hand, and from specific habits on the other hand; and the distinction I shall try to make clear, not by a formal definition, but by a simple illustration.

A superintendent once visited a third-grade room, reaching the room just as the teacher was finishing a "story lesson." It was early in February, and the story was that of Lincoln. The teacher was a masterful story-teller, and the superintendent on entering the room could "feel" that the lesson had "hit the mark." The teacher told him what had been done and suggested that he ask the pupils some questions. He began with the usual didactic query, "What do you know about Abraham Lincoln?" Immediately he had in response a number of *facts* from the pupils. One said that Lincoln was born in Kentucky; another that he had lived in Illinois; a third that he had become president of the United States; and so on through the significant events of Lincoln's life. This was all "knowledge"—useful knowledge, valuable knowledge. The superintendent was glad that the pupils had learned these facts. But this *knowledge* was not what he had felt when he entered the room; and so finally he framed his question in another way, "How do you *like* Abraham Lincoln? What do you think of him?" And immediately he secured another type of response. A boy who had taken no part in the information exercise was now alert. His eyes were flashing and his hand was "snapping" in the air. The superintendent called upon him. "Abraham Lincoln," said the boy, "was born in a log-cabin that had a dirt floor, *but he warn't no dirt man!*"

I am sure that no logical definition could give so clear a notion of what I mean by the term "ideal" and of the distinction that I should draw between ideals and information or knowledge, than this illustration. And ideals are "prime" controls of conduct. They influence life because they are surcharged with feeling and with emotion. They are warm and vital and throbbing—and "facts" and "principles" are sometimes cold and lifeless.

Some years ago, I had the privilege of listening to a lesson given by Miss Charity Dye to a group of high school boys and girls in Indianapolis. It was the last lesson on the *Tale of Two Cities*. These boys and girls had been reading Dickens's masterpiece under the inspiring leadership of a great teacher; and when I witnessed the final lesson it was easy to see that they had been artfully, skillfully prepared for the climax. As they filed out of the room after the lesson was finished, I could tell by the expression upon theid faces that self-sacrifice and self-renunciation meant something more to them now that it had meant before; and I am morally certain that those boys and girls would in some tiny segment of their lives, at least, *be* different and *act* differently than they would have been or acted had they never lived vicariously through the struggles and sufferings and final triumph of Sidney Carton's checkered career. To the teachers of literature in the high school is given a privilege not vouchsafed in the same measure to other teachers; for it is in literature and other forms of art that the great ideals are most clearly crystallized, and it is the privilege of the teacher of literature—the teacher of literature to adolescents—who has the privilege of passing on these most important items of our racial heritage to those who are just at the age to be idealists, and to see visions, and to dream dreams. And one who maintains that these ideals and visions and dreams are without their potent influence upon human conduct know not whereof he speaks.

But the uncertainty of the process! I can

give my students in the University who are preparing to become teachers some rather helpful suggestions about building habits and about imparting knowledge; but even if I could set a soul on fire myself I could not give my students a formula for repeating the process. Sometimes I think that ideals and aspirations are "caught" rather than "taught." And the uncertainties of "inspiration" as contrasted with "instruction" and "training" constitute one of the perplexing *x*'s of our equation; but to the teacher who can engender outcomes of this type (even though he be unable to describe the process) much may be forgiven. Most of us would probably be willing to give almost anything that we possessed if, by so doing, we could purchase this power. But it cannot be bought.

The final group of teaching-outcomes is still more uncertain and intangible—and perhaps even more significant and important as indicating a corresponding group of "conduct-controls." Again I must evade a definition, for if anything can be satisfactorily defined, it is no longer intangible and no longer indefinite. But I can, I think, give you the essence of my meaning by another concrete illustration.

I once listened to an address on moral education given to a large group of teachers by Professor George Herbert Palmer, of Harvard University. Professor Palmer's discussion was well received by the audience, but there was one statement that he made against which the minds of these teachers seemed to react just a little unfavorably. He was speaking of the rationalizing of moral conduct with children—of emphasizing the "whys" and "wherefores" of right and wrong. He made a statement something like this: "If I had a six-year-old boy, and that boy asked *why* he ought to tell the truth, *why* he ought not to lie, *why* he ought not to steal, I would give him a good, sound spanking." The treatment proposed did seem somewhat heroic for an offense which is more often thought of as a virtue than as a vice, and I think that perhaps Professor Palmer may not have made the suggestion with the intention of encouraging its literal application. And yet, in connection with the problem that he was discussing, the note of warning implied in this rather emphatic statement was thoroughly justified. What Mr. Palmer undoubtedly wished to convey to his hearers was that there are certain things that have come out of race-experience that have cost too much to permit us to incur any risk in their transmission from generation to generation. And so he would have the child "take for granted" during childhood the fundamental human virtues—honesty, decency, chastity, temperance, and the like—and to this end he would discourage the rational attitude, the questioning attitude, until a point nearer maturity. In other words, he would have these fundamental virtues operate throughout life very large as great fundamental *prejudices*—large, emotional *mental attitudes*—rather than as reasoned judgments.

Another illustration may serve to clarify the meaning—for I should make this fourth group of "conduct-controls" comprise what I have just named "prejudices" and "mental attitudes." I cannot satisfactorily define these things, consequently the illustration must suffice:

Let us suppose that you are in a jewelry store and that you see lying upon the showcase a beautiful diamond necklace. Further imagine that the clerks are in another part of the store, having carelessly left this necklace where you can easily get it. Add to this the supposition that you have longed for just such a necklace for years. Complete the situation by assuming that you are morally (or immorally) certain that you could slip this necklace into your pocket or your shopping-bag without being detected. What is it that would "control" your "conduct" in a situation of this type? You may object that the situation is highly improbable. For you, doubtless; but thousands of young men and young women are every day facing analogous situations—and in respect of goods of life vastly more significant and precious than diamond necklaces.

Now, if you were face to face with the diamond-necklace situation, I have no doubt that something would come to your rescue. I doubt very much whether that something would be a reasoned judgment. Nature having "loaded the dice" in the direction of desire, specious but plausible arguments might readily be forthcoming; but the likelihood is that before the major premise had given way to the minor premise, the die would have been cast. No; what would save you in that situation in all likelihood would be an instantaneous revulsion of feeling, a pronounced but unreasoned emotional reaction. You would not "think," but you would act; you would withdraw, you would shrink from the temptation.

Now, that is what I mean by a prejudice. We all have prejudices. Some are good and some are bad—and the only kind that I am indorsing as important outcomes of education are, of course, the good ones. It is good to have these fixed, long-established, inflexible attitudes toward certain situations; it is very unfortunate to have them toward other situations; it is the task of the parent and the teacher to see to it that they get linked to the right situation—or rather to the *wrong* situation.

A friend of mine once told me that he could never bear to listen to a boy *whistling*

on Sunday. I was surprised at the remark, for my friend had always impressed me as very tolerant and gentle. And yet he repeated that when he heard a boy whistling on Sunday he felt a strong desire to catch him by the collar and give him a trouncing. I inquired into the cause of this curious "control" of conduct. I learned that my friend had been brought up in New England by his grandfather—an old-line Puritan, to whom any form of Sabbath-breaking was unspeakably repugnant. He had, as a boy, associated all forms of levity—and especially whistling—with forbidden Sabbath activities. His reasoned views on Sabbath-keeping are now quite unlike those of his grandfather—*but the deeply seated prejudice remains* just as vital and just as powerful a force as it was in the days of his childhood.

It occurred to me, as I listened to this story, that the most important source of fundamental "conduct-controls" was here revealed, namely, the nurture of early childhood; and this suggestion also occurred to me: If the right kind of early training can succeed in fixing for life so powerful a prejudice in respect of so insignificant a vice as whistling on the Sabbath, why can it not be depended upon for fixing equally powerful prejudices against vices that are real and significant?

We cannot do much in the way of stating rules and formulas for establishing these prejudices, but at least we can recognize that the culture of those early years is of tremendous importance—and that to determine the kind of prejudices that are to be permitted to grow is also an educational problem of large magnitude.

Nor is the field limited to these significant "moral" controls. Mental attitudes acquired in early life will inevitably form the backbone and the mainstay of adult character. They are the fundamental "traits"—determined in part, no doubt, by hereditary factors, but also owing much of their cogency to the education and training of childhood and youth.

In crossing the ocean a few years ago, I chanced to be a passenger on what we should call a fourth-class steamer. It was a cattle-boat sailing out of Montreal. I was much interested—as are all first voyagers—in the navigation of the ship. The officers on the bridge had a fascination for me—the fascination, I suppose, of power and authority and skill. One of them interested me especially. He was the fourth officer, and I noticed him first because he seemed a little older than the other subordinate officers. He was a bit past middle age, with some streaks of grey in his hair. And yet, in spite of his years and of his rather slight stature, he was an impressive type of manhood. I liked to watch him as he paced alertly back and forth, across the bridge; straight as an arrow; with every care given to his appearance—closely shaven, trim in dress, pacing back and forth across the bridge with the fire of youth in his eye and the hope of youth in his tread. Gradually I learned something about him—and he had a history. He had been captain of a great steamer—I think it was the *Majestic,* but I am not sure; at any rate, it was the finest shij afloat at the time. He had reached the pinnacle of his profession at a comparatively early age. But on one voyage as he was bringing his ship across from Liverpool to New York City, he met with an accident. As I listened to the recital, it did not impress me as a very serious accident—compared with all the perils that the sea holds in store. But he lost his position. And when I saw him there on the little cattle steamer he was painfully and slowly struggling to climb back.

But it was not the fact that he was struggling to regain the lost ground that most impressed me. It was rather the fact that, with this handicap, in the face of this disaster which would have crushed the life and the hope and the heart out of most men, he still came on the bridge alert, erect, trim, immaculate—with the fire of youth in his eye and the hope of youth in his tread. It was only a cattle steamer, but his service was of the same superior type that had once given him the foremost position in a profession whose standards are perhaps as rigorous and as relentless as those of any human calling. Henley's tragic verses came to my mind:

Out of the dark that covers me,
Black as the pit from pole to pole,
I thank whatever gods may be
For my unconquerable soul.

In the fell clutch of circumstance,
I have not winced or cried aloud,
Under the bludgeonings of chance,
My head is bloody but unbowed.

It matters not how strait the gate,
How charged with punishments the scroll,
I am the Master of my Fate,
I am the Captain of my Soul.

The fourth officer had lost his command, but he was still Master of a finer ship than the *Majestic,* he was Captain of a finer craft than the hand of man ever fashioned; for he was Master of his own Fate, and Captain of his own Soul.

What forces can be directed to engender so firm and steadfast a confidence in the integrity of one's own personality? You cannot tell and I cannot tell; and Aristotle with all his wisdom could not have told. But somehow we have faith that, after all,

the culture, the discipline, and the inspiration of early childhood and youth, *may* accomplish, or help to accomplish, the miracle.

APPOINTMENT OF COMMITTEES.

The President announced the appointment of the following committees, after which the meeting adjourned.

Nominating Committee.—S. S. Baker, Pittsburgh; Prof. L. H. Dennis, Harrisburg, and Prof. J. B. Breitinger, Wilkes-Barre.

Auditing Committee.—Supt. F. C. Steltz, Braddock; Supt. John W. Snoke, Lebanon county, and Supt. H. D. Freeland, Greene county.

WEDNESDAY AFTERNOON.

THE Association was called to order at 2:00 o'clock by President Shaw. Devotional exercises were led by Rev. John D. Fox of Grace M. E. Church.

The first number on the program was selections by the Weber Male Quartette, followed by the

REPORT OF COMMITTEE ON CO-OPERATION.

Principal Charles S. Davis, of the Steelton High School, presented the report of the Committee on Co-operation, which was appointed at the last meeting of the Association in Pittsburgh. The Report follows:

The Committee of the Pennsylvania State Educational Association appointed by former president D. A. Harman to confer with representatives of other educational associations for the purpose of considering ways and means of securing closer co-operation in matters concerning the welfare of the teaching forces of the State, met November 27th, at Altoona. Mr. Chas. S. Davis, chairman of the Committee, had invited representatives of other educational organizations to confer with the committee and of these the President and three members of the State Teachers' League were present. The members of the Committee themselves represented a variety of organizations, such as County Teachers' Associations, Round Table Conferences, State Teachers' League, etc.

The afternoon session convened in the parlor of the Logan House at 2 o'clock. Miss Maude Giles was elected secretary of the committee. The Chairman then stated the object of the meeting and asked that a member of the League open the subject with a statement of the plans of that body for co-operation. Considerable debate ensued mainly upon the issue of whether it would not be more advantageous to the cause of the profession to have all associations of teachers in the State constitute organic parts of one great whole rather than to operate as independent bodies. The obstacles to organic union seemed to be the present form of organization of the S. E. A. On one side the contention was made that it is not a democratic body; that its organization begins at the top with no method of reaching down directly to the teachers; that it is not a representative body of teachers in that the bulk of its active members are supervisors; and that it affords no opportunity for adequate representation and professional activity among teachers in the ranks who are expected to enroll merely for the prestige of large membership, and the funds they provide to the Treasury of the Association. On the other side in behalf of the Association it was argued that leadership among lay membership is not always available, and therefore in the past has often devolved on supervising officials; that all material progress is conditioned by public sentiment; and that the traditional ideals of the Association demand that material benefits to teachers must always remain secondary to its main purpose, that of fostering and improving the professional spirit of its members.

The "object" of the P. S. E. A. as outlined in its Constitution, as a matter of fact, embodies all these ideals, practical as well as professional, and the Committee agreed that whereas details of organization had been changed at intervals in the past to meet the progressive needs of the times, so it would be wise to incorporate now in the Constitution, and in actual practice, such changes as seem best fitted to render the P. S. E. A. capable of "forwarding and protecting the interest of teaching and teachers by means of instruction, conference and action." With the above purpose in view the Committee recommends to the Association the adoption of the following plan:

1. Amend Article V by omitting in the phrase "a recording secretary and corresponding or field secretary" the words "a corresponding or field secretary," making it read "a recording secretary, a treasurer," etc.

2. Amend Article VI, Section 3 by omitting "a corresponding or field secretary" so that it shall read, "the president and the second vice-president shall be elected for one year; the recording secretary and the treasurer for three years," etc.

Several years ago a strong effort was made to provide for a Field Secretary of the P. S. E. A. An amendment of the Constitution embodying this idea was adopted at Philadelphia. The provisions of the Constitution relative thereto were never put into operation. As a consequence these provisions of the Constitution are hereby cut out, hence amendments one and two. This leaves untouched Art. I, Sec. 3, of the By-Laws: "The Executive Committee shall employ the services of a corresponding or field secretary, as may be considered most expedient, providing for the expenses of the office and paying such salary as may be necessary to make the work of the Association useful to the educational interests of the whole state, and to promote the welfare of the teachers of Pennsylvania. This leaves the whole matter of Field Secretary entirely in the hands of the Executive Committee. There has been a strong sentiment on the part of the State Teachers' League and by some members of the Committee in favor of employing a Field Secretary regularly; but the

belief that the expense would at this time be too heavy caused the Committee to recommend above action at this time. There was a general feeling on the part of the Committee that the work of the Feld Secretary in promoting "the welfare of the teachers of Pennsylvania" could probably be best reached by a professional expert employed by the state in addition to their present highly efficient professional corps and acting under the direction of the Department of Public Instruction.

The following amendment is offered in the hope that it may in part meet the objection sometimes made that the P. S. E. A. is not sufficiently democratic. The addition will certainly offer both rank and file of the teachers an opportunity to place squarely before the Association any questions on which they desire action. No one can doubt that a respectful hearing and a fair decision will be given to every question presented by the Educational Council when supported by a majority of the organized teachers of Pennsylvania.

3. Insert between Articles IX and X a new articles to be Article X, changing the number of all succeeding articles accordingly. Article X, to be called "County and District Organizations," shall read as follows:

Section 1. Supervising officials and teachers of every county in the State and of every district maintaining a separate institute shall be organized through the supervising officials or a field secretary by the election of a president and a secretary-treasurer, membership in said county or district organization, and simultaneously in the P. S. E. A., to be dependent on the payment of the annual dues to the P. S. E. A.

Section 2. All such organzations may before July 1 suggest to the Educational Council such matters as they may desire to have submitted to the P. S. E. A. The Educational Council shall formulate these suggestions and incorporate with them other matters which it may desire to submit to the teachers or which have been suggested by other educational organizations of the State, and shall before Sept. 30 submit this report to the above organizations for action thereon. Reports of said action shall be sent to the Educational Council before the next meeting of the P. S. E. A. At this meeting, the Educational Council shall submit to the P. S. E. A. for final action all matters receiving the approval of a majority of all said county and district organizations.

Section 3. These county and district organizations may elect delegates to attend the meetings of the P. S. E. A. at the expense of the local bodies, said delegates to be selected from county organizations as follows: First, a grade teacher; second, an ungraded teacher; third, a high school teacher. The delegates from other districts shall be selected as follows: First, a grade teacher; second, a high school teacher; third, a grade teacher. In all cases, the same proportion shall be maintained for additional delegates.

In Article XII which is to be Article XIII, the last sentence shall be changed so as to read, "Members of the Educational Council shall have their personal expenses paid for attending annually one council meeting to be held between July 1 and Sept. 30."

On account of the expenses the meetings of the Educational Council have been attended only by those whose salaries were high enough to warrant the outlay. Consequently the meetings of the Council were seldom attended by either grade or rural teachers. The amendment to article XII guarantee a full attendance representing all the departments of the P. S. E. A., and therefore gives the rank and file of teachers a better opportunity to present their problems for solution.

In conclusion, we desire to commend the real spirit of co-operation shown by the members of the Committee, representatives of various educational organizations and also by the representatives of the State Teachers' League. This spirit proves that there are no antagonisms but that all these educational forces are working with the common purpose of bettering the professional and material interests of the teachers of Pennsylvania.

For the Committee,
CHAS. S. DAVIS, *Chairman.*

AMENDMENTS TO CONSTITUTION.

Harrisburg, December 30, 1914.

To the Pennsylvania State Educational Association:

The Committee on Co-operation, appointed by the former president of the P. S. E. A., D. A. Harman, begs leave to present the following as amendments to the Constitution of the P. S. E. A.

1. Amend Article V by omitting in the phrase "a recording secretary and corresponding or field secretary" the words "a corresponding or field secretary," making it read, "a recording secretary, a treasurer," etc.

2. Amend Article VI, Section 2, by omitting "a corresponding or field secretary" so that it shall read, "the president and the second vice-president shall be elected for one year; the recording secretary and the treasurer for three years," etc.

3. Insert between Articles IX and X a new article to be Article X., changing the numbers of all succeeding articles accordingly. Article X, to be called "County and District Organizations," shall read as follows:

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ganizations of the State, and shall before Sept. 30 submit this report to the above organizations for action thereon. Reports of said action shall be sent to the Educational Council before the next meeting of the P. S. E. A. At this meeting the Educational Council shall submit to the P. S. E. A. for final action, all matters receiving the approval of a majority of all said county and district organizations.

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4. In Article XII which is to become Article XIII, the last sentence shall be changed so as to read, "Members of the Educational Council shall have their personal expenses paid for attending annually one Council meeting to be held between July 1 and Sept. 30."

Respectfully submitted,

Signed: Chas. S. Davis, Chairman; H. H. Baish, Thos. S. March, Jno. W. Snoke, U. L. Gordy, Maude Giles, Committee on Cooperation.

On motion this report was adopted after some discussion.

Dr. J. George Becht: Mr. President, I should like to offer for the consideration of the convention the following as a Proposed Amendment to the Constitution of the Pennsylvania State Educational Association.

Article V—The part which now reads "The officers of this Association shall be . . . an executive committee of five, consisting of the President, first Vice-President, and three elective members, exclusive of the Superintendent of Public Instruction, who shall be a member ex-officio . . ." shall be amended to read as follows:

"The officers of this Association shall be . . . an executive committee of five, consisting of the President, first Vice-President, and three elective members, exclusive of the State Superintendent of Public Instruction, and the President of the Trustees of the Permanent Fund, who shall be members ex-officio."

The permanent fund now has more than seven thousand dollars, and it would seem wise that the chairman of the Board of Trustees having charge of this should be in close touch with the Executive Committee, in order that they might consult with him, and he with them as to the increased investment and possible disposal of this fund or its income.

The next number on the program was an address by Dr. William M. Davidson, of Pittsburgh, whose promised copy has not yet been received.

President Shaw then introduced the next speaker, Dr. Edward Howard Griggs, of New York City, on

SELF-CULTURE THROUGH THE VOCATION.

The admirable address to which you have just listened shows in itself how tremendous is the awakening to vocational education. It is one of the battle cries of the movement of our American life, and being a practical people, we are trying in every direction to train our boys and girls that they may go out into the world prepared to take hold somewhere and make an effective contribution to humanity. There has been no more pathetic spectacle anywhere than the old type of educated and cultivated man, the man of fine appreciation and liberalized spirit, who is not able to take hold, to find a point of application, and so, drifting through life, his sensitive spirit is perpetually tortured by economic failure. Education is a failure if it does not do everything possible to avoid such a tragedy.

On the other hand, education that makes the individual a mere cog in the productive machine, that stifles all the interests of the human spirit, that renders a man unable to see the stars and the grass, that I say is just as complete a failure as in the other case, and in some ways more complete. When a man becomes either a head or a hand, in the long run he does neither good head-work nor good hand-work. In other words, our business as teachers is to see that these young men and women cannot only take hold, but that they may be able to come into their whole human perfection. That they realize in fact as well as in thought that man cannot live by bread alone.

Such life education comes only in a limited degree through the schools. By far the larger part of it comes in life itself through the two great primary channels of action and experience—the work that we do and the relations that we sustain in love and friendship to other lives. When Goethe wishes to portray the whole development of a typical personality in Faust, he divides the work into two parts; the first dealing with the little world of personal relationships and introspective study; the second, with the larger world of action, in art, war, science, productive labor and philanthropy. Thus the problem of life-culture through the work itself is, though little recognized, even more important than that of the education equipping for the work.

By far the larger part of our work, moreover, lies in our vocation—in what we choose or are driven to undertake as our business in life. This is true for rich and poor alike. Even if one's work is not paid for in money or reputation, still what one regards as the life call is the main line of action. The problem of the vocation is, therefore, constantly before all human beings through the whole of life.

Is it not strange that this problem is so little considered in ethical philosophy? I know but one great work focusing on the problem.

of self-culture through the vocation, and that is a novel—Goethe's Wilhelm Meister. One reason for this neglect is doubtless in the fact that the ethical philosopher, only too often, has turned his back upon the real world of living problems, retired into his study and worked out his scheme of duties apart, for human nature as he imagines it. The result is an admirable logical theory, but often singularly inapplicable to life as we know it in experience.

This attitude of the ethical thinker explains in part the relative neglect of all the concrete problems of life; but there is a further reason for the wide failure in the past to deal with the one before us. The vocation is our problem as it has concerned no previous epoch of man's existence. One need go back but a little way in history to find small respect for good honest work. In classical antiquity only two vocations were reverenced for themselves —war and statesmanship—the vocation of killing men and that of governing or, more often, misgoverning them. A Plato or Phidias, it is true, gained recognition, but because of the height of personal genius, not for the vocation's sake; and all the work on which the world must rest—the tilling of the fields and artisan labor—was done by slaves or those but little removed from the condition of slavery. Plato says that, of course, in the ideal state no free citizen will keep a retail shop or engage in artisan labor or, if he does, let him be put in prison for a year and told not to do this any longer. The whole argument was that, if there are to be cultivated men at the top, there must of necessity be slaves at the bottom, to do the work which, in the Greek view, it would be degrading for self-respecting free citizens to perform.

The Middle Ages added a third vocation—that of the clergy—to the two respected in antiquity. There was no fourth. The schoolmaster had no recognition; the physician was the barber, and there was as much respect, or lack of respect, for one as for the other; while still all the basic work of civilization was done by those tied as serfs to the soil or but little above that plane.

Indeed, the main development in respect for good honest work for its own sake has come within the last hundred years; has come subsequent to the French and American revolutions. In the old society those who were free from the pressure of the struggle of life were respected because they did not stand apart. They made their contribution, it is true—often a significant one; but it was given somewhat patronizingly from above, through *noblesse oblige*—the obligation of nobility.

How the entire view has changed to-day! To-day men are becoming more and more conscious of the fact that every man and woman has primarily an obligation to pay his or her way. If you do not leave the world as well off as you found it, you are a pauper or a thief. You must do this to be simply honest. I say that is increasingly our attitude to-day. It means entire transformation of the entire problem.

It was a beautiful culture the old society achieved in its aristocratic class. We have occasionally among us to-day surviving examples of the gentleman and the lady of "the old school." How fine they are, what a courtesy of manner they possessed. They remind us of an old-fashioned garden, walled-in and protected from the storms of the world outside. We get echoes of their courtesy even in our commercial life to-day. It is still possible to see a gentleman remove his hat when a lady enters an elevator in our large office buildings. It is sometimes possible to see a man giving his seat, and once in a long time you do see a woman remember to thank the gentleman for such a courtesy, even to-day. But these experiences are so rare that when they do happen we are apt to remember them for weeks, always as something extraordinary.

Indeed, we may even be glad that that old-time gallantry is passing, if we can substitute for it something larger and better. Of course, we still have a protected class in our society, but its members are continually changing. You can guarantee your fortune to your children, but rarely to your grandchildren. When the brain power and moral energy that built up the fortune disappear from the family stock, how quickly the fortune takes wings and flies away. And so while there is a protected group, and while social snobbery seems to be increasing, still the tendency is to destroy any permanently protected group in modern society. If these do not pass fast enough, it is always possible for the people to rise and hasten their exit as was done with such memorable success in the French Revolution. So it is not possible to-day to have culture represented in modern society by one little protected class. It is impossible to wait until the serious work of life is finished and then gain culture. If culture cannot come through the business of everyday life, we are going to miss it. Thus the problem of culture through the vocation is our problem as it has been that of no other age.

The first obligation in life is to pay one's way in the world. To be in business for twenty years and just pay working expenses is failure, if the business does not pay something beyond that. So with the business of life, it is not just to make a living, and to simply leave the world just as well off as you found it. Life must yield something beyond that, or it is not worth while. Moreover, it is a problem of continual readjustment between ideals and action. Action is rigid compared to the ideal. As long as you dream you might do anything. The moment you do something out of this great wealth of possibility you have affirmed one fact. You can take hold at just one point. Action is always painfully limited compared to dreams and ideals. That is why little children are so interesting to us. The parent looks into the eyes of his two-year-old child and dreams of the great wealth of human potentialities that enter into that little mite. That child might think Plato's thought, write Shakespeare's Hamlet, or live with the moral sublimity of St. Francis of Assisi. Why not?

I am the owner of the sphere,
Of the seven stars and the solar year,

Of Caesar's hand and Plato's brain,
Of Lord Christ's heart and Shakespeare's strain.

Emerson is right: all these potentialities are in the humblest of us. Give us time enough and opportunity enough, and we can develop indefinitely in any direction. We may not be able to think Plato's thought to-day: give us eternity and the day will come when we will think it.

Infinite time and opportunity, however, are just what never are given in this world, whatever be the truth for worlds to come. We have to plan not only for eternity, but for time. If we spend the whole seventy years, more or less, just in laying the foundation, we have no temple of life. If we build a narrow foundation and extend each story out, the whole structure falls to the ground, and we have no temple of life. We must somehow both lay the foundation and lay the superstructure—see to it that we get something done before the curtain falls on the brief chapter we call life.

Emerson quotes from Thoreau's manuscripts: "The youth gets together his materials to build a bridge to the moon, or perchance a palace or temple on the earth, and at length the middle-aged man concludes to build a woodshed with them." That is just about the relation of the world of action to that of dreams; but this after all is the important point: It is better to build one honest woodshed that will keep the fuel for the fires of life dry than to go on dreaming forever of impossible castles in Spain; and the wonder is that when you have built the woodshed you own the castle. The ideal is vain and illusionary just so long as you dwell in the world of dreams; the whole ideal becomes real when, through your struggle, a mere fragment of it is realized.

Thus each of us is an artist, the world is our mountain of marble, and we own it all. We may choose our block, cast it aside, choose another and another. But, this is the significant point, unless you do choose one block and work at it so faithfully that in the end you have chipped off all the superfluous marble and released the statue that Michael Angelo believed God placed in every marble block, it means nothing that you own the mountain. Rather we only own the mountain when we have achieved the single statue, and not till then.

In every vocation the meaning of the work is less in the thing done than in the growth of the man through the doing. It is so in every field of science. As with science, so with art. Indeed the fine arts furnish the best symbol of what is possible in the vocations. It is the freest vocation on earth.

Though art has this high power, why should we continue creating it ever anew? If a student devotes his life to the task he cannot master the pictures already painted, nor read through more than one alcove in the dust-covered library containing the books of the past. Why paint fresh pictures to hang in new galleries, carve statues to crowd other marble halls, continue the writing of books world without end? Then, too, art seems dead compared to the living world of nature and humanity. The loveliest landscape fixes but one mood of the infinitely varied and changing beauty of nature, the noblest portrait but one of the myriad expressions that fleet across the face. Why toil at the art? Emerson said, "Converse with a mind that is grandly simple, and literature books like word-catching. The simplest utterances are worthiest to be written, yet they are so cheap and so things of course that, in the infinite riches of the soul, it is like gathering a few pebbles off the ground, or bottling a little air in a phial, when the whole earth and the whole atmosphere are ours." Since we have the ocean of mind, why pick up the pebbles of literature and preserve them in the cabinet of the past?

There is an answer to the question: Every work of art is a sort of shell through which the human spirit has grown. When Michael Angelo paints the ceiling of the Sistine Chapel it is not only he who has grown in power to see and create—for all who can see and respond the drama of humanity is unrolled across the ceiling while the colors and figures last. Art is a way of life for the artist, for his world and for the afterworld.

You may say, "Well, that is art. We are called to humbler vocations and that does not apply to us." I trust you know the answer to that objection. There is no honest vocation that cannot be made to some extent a fine art; there is no vocation where growth is not possible each day if the work is done to a high purpose. That is the meaning of art. Of course, there are many vocations where the routine is so severe that we can see little progress. That is true of a great deal of our work. To go over this dull mill-wheel grind day after day. Nothing seems to come out of it. It is just this sort of dead work, done to a high ideal day after day, that builds into the human spirit the noblest elements of culture. What do we mean by "culture" anyway, some esoteric knowledge, or some adornment of life? Surely not. Its foundation elements are loyalty to the task in hand, cheerful courage in meeting exigencies that come, loyalty to the ideal—these are the foundation elements of culture, and they are built into the spirit of the man or woman by the loyal performance of dead work through the succession of days and years.

Then, too, there is almost a universal optical illusion with reference to work; each of us is fully conscious of the dead work in his own calling, because he must fulfill it. But he sees only the finished product in the work of others. You sit down in an audience room, and some master at the piano sweeps you out onto the bosom of the sea of emotion, playing with you at his will, and when it is over you go home exclaiming "What genius!" O yes, it is genius. Some one has defined genius as the capacity for hard work. Genius is more than that—much more, but what you forget as you listen to the finished art of the master genius, is the days and nights of consecrated toil, foregoing not only dissipation, but even innocent pleasures that others take

as their natural right, that the artist might master and keep the mastery of the technique of his art.

The thing that is done most easily costs more in the doing and has been paid for, invariably, out of the life somewhere. This world is not a lottery, it is a serious business, where nothing worth while comes any other way than through dead, hard work. One never truly possesses anything one has not earned by hard effort. Spinoza said—it is the last word in his epoch: "All noble things are as difficult as they are rare"; and we may add, they are rare because they are difficult.

And yet, while there is dead work in every vocation there may be too much of it. To drive oneself with relentless will—then to let go and respond with open, care-free mind and heart—these together are great living; either alone means hopeless deterioration.

What vocation is higher than that of the teacher, concerned with building the human spirit in children and young people? How often, with all the high opportunities of the calling, one finds the teacher acquiring all the unfortunate "ear-marks" of the vocation—the assertive manner, high-pitched voice, didactic assurance in expressing narrow opinions—characteristics springing from dealing habitually with immature minds and exercising authority over them.

Every vocation has its own dangers, and these are great just in proportion to the opportunity for culture and service. The larger the opportunity the easier the fall. The only safeguard is everlasting effort and utter sincerity. One must keep constantly before him the thought that the way of appearances is the way of death, the way of reality is the way of life. One must cling to this unfailingly as the basic principle of all action, even when the faith is blind and the material rewards seem to be given to pretense and sham. The work is worth just the measure of manhood and womanhood expressed in it—never more, and, we may be thankful, never less.

Often, however, we may not follow freely the choice and need of our own spirit. We have accepted responsibilities and must loyally fulfil them. The way to a larger opportunity is never meanly sneaking out from under the little duty of to-day, but climbing bravely through it and off the top; and then the better chance usually comes. Thus often one must, for duty's sake, continue in a field of work quite inadequate for the fullest culture and service.

Even then there is something we may do: we may cultivate an *avocation* in the margin of life. It is true that the words *vocation* and *avocation* are currently used synonymously. That is a pity, to waste two words on one idea when both are needed for distinct conceptions. A man's vocation is his business in life; his avocation is his business aside from his business in life. The one is the main line of action; the other the thing he does in addition because he chooses it. For instance, we think of William Cullen Bryant as a poet. We forget that William Cullen Bryant paid running expenses in the business of his life by working year after year at his desk in New York as a journalist, and that the poetry, by which he always will be remembered, was achieved in the margin of life that most persons waste. Also we think of John Stuart Mill as a great Democrat, leader of the woman's movement, radical thinker, and we forget that he paid running expenses in the business of his life for 35 years by working six days in the week, eleven months in the year, at his desk at the office of the East India Company in London, drafting telegrams and letters for the government of the native states of India, and the great work by which the world will remember him was done in the margin of time most people waste—"killing time," murdering opportunity. I remember reading in the letters of Matthew Arnold a statement that he could not write poetry and criticism as he would, because of the dissipating effect of his duties as Inspector of Schools. It comes over one with a shock of surprise that Matthew Arnold—poet, essayist, leader in advanced thinking in his generation—earned his living by the exhausting labor of inspecting schools, and that his literary work represents an avocation, pursued in such leisure as he could command.

Now, it is a pity that England should have kept John Stuart Mill and Matthew Arnold at these wearisome tasks. The right attitude for Mill and Arnold, however, was not to do as so many young persons who like to think they have the artistic temperament are apt to do—to sit down and bewail the world's failure to appreciate their greatness, to complain that some rich man does not send them to Europe, that they must remain "mute, inglorious Miltons"—not to do that; but to go earnestly to work and earn their living in some honest vocation, and do the other thing also as an avocation. If your life is very much over-burdened with routine work, then add another task, and the strain of the whole is less than that of the part. Blessed is the man or woman with a hobby. For the hobby will send him back to the main part of his work refreshed and able to do better work. The work represents just the measure of manhood and womanhood put into it—never more and never less. It was said a long time ago that you could give a cup of cold water in such a way as to carry all the spirit of human brotherhood. Epictetus said, "Let us be willing to do all things to Zeus." Let us be willing to do all things to God—to our own highest ideal; and the thing done in that way is great. Emerson said, "Let the great soul incarnated in some woman's form, poor and sad and single, in some Dolly or Joan, go out to service and sweep chambers and scour floors, and its effulgent daybeams cannot be muffled or hid, but to sweep and scour will instantly appear supreme and beautiful actions, the top and radiance of human life, and all people will get mops and brooms." The trouble is, about the time we have recovered our broom from its dust-covered corner, the great soul, as Emerson indicates, is doing something else, and then sweeping is apt to seem to us very unlovely work.

Oh, yes! we dream. Let me tell you the world has always been commonplace to com-

monplace people. Life has only been sublime when men and women have lived sublimely. Every great cause that ever challenged the support of men demands our service to-day. The only Holy Land is the ground under our feet; the one Golden Age is the better world we can help bring in; and the Kingdom of Heaven is here if we can live it in practice. When we recognize life as an opportunity of making our contribution to others, then and only then does the vocation take its place for culture and for human service.

The Weber Male Quartette sang several selections, after which Dr. W. E. Holbrook spoke as follows:

THE LIFE OF DRUDGERY OF OUR COUNTRY MOTHERS: ITS CAUSE AND CURE.

Here is a picture—a photograph—one actually taken from my own observation. A comely lad married a buxom lass of sixteen summers, and they set up house-keeping in a cot in the woods near a bubbling spring. Their equipage, most of which was given them by their parents—no reflection on latter-day wedding presents—consisted of a skillet, frying pan, coffee mill, bedstead, pig, mule, cow, and a hound pup. When company came, a "pallet" was "made down" and they all innocently snored in the same room. But my exposure was snatched in June during crop time. They had planted a cotton patch on which they had planned many happy moments together; what they would buy with it next Fall. They arose early, ate a hurried breakfast of bacon and coffee, the young man caught his mule and rode to the field a half-mile away while the young wife, pushing back the unwashed dishes, shouldered a hoe and walked to the same field. He plowed, she hoed. Noon came, he rode his mule to the house and fed it while she walked, picking up enough brush on the way to cook their dinner. While the dinner cooked, she washed the breakfast dishes. Dinner over, she washed the dishes and churned while he took his noon siesta.

Then they went back to the field, returning at sundown as before except an extra amount of wood was to be carried by the woman—sufficient for supper and breakfast. He fed the mule and slopped the hog; she carried water from the spring, milked the cow, cooked the supper, washed the dishes, and fed the pup.

Fall came, the cotton is gathered, they have made a bale, but the price has gone down to the bottom, and they find it will hardly balance their "store account" which they had already made. The good woman, now in the expectancy of motherhood, willingly foregoes her anticipated furniture, even does without her winter's clothes, patching up her summer garments to be as comfortable as possible, stays within her home unless she occasionally dodged through some unfrequented way to see "ma." The young man mortgaged his mule for the remaining unpaid balance and for next year's supplies, obtaining enough money from his creditor to order a quart from Kentucky, by which he could enjoy Christmas, and as he expressed it, "It's the only chance a poor man has to feel rich."

I am glad to say that this instance is an extreme one. However, I regrettingly admit that the life of an average country mother in my section of the moral vineyard is one of the most pathetic within the limits of our boasted America. Follow her through the week, if you will. She rises early, milks the cows, cooks all the meals, dresses the children, feeds the poultry, raises the garden, sweeps the yard, does all the cleaning, dusting, scrubbing, washing, sewing, darning, mending, and ironing, and last but not least, raises a big family of children. In summer she cans and preserves fruit, attends the camp-meeting, does most of the shouting, cooks big meals for the crowd of visitors real or probable.

She has little recreation, practically no rest. Sunday is the busiest day of all. She rises early, if there is to be church, and as soon as breakfast is over, there begins the cry, "Ma, where is my new waist? Where is my clean shirt? Button my shoes, and tie this for me."

Usually she is peevish, fretful, querulous, choleric, superstitious, whimsical, and hysterical. The majority of the patients at the Arkansas Hospital for nervous diseases are country women. According to the last census there are more than a million of Dixie women making regular farm hands. Peter Radford, National Lecturer for the Farmers' Union, says: "Our President was recently lauded by the press and properly so, for suggesting a mediation between the engineers and railroad managers in adjusting their schedule of time and pay. The engineers threatened to strike if their wages were not increased from approximately $10 to $11 per day, and service reduced from ten to eight hours and a similar readjustment of the over-time schedule. Our women are working in the field, many of them barefooted, for less than 50 cents per day, and their schedule is the rising sun and the evening star. Is any one mediating over their problem? and to whom shall they strike?" Do you wonder that so many men are living with their second wives? Do you wonder that they are ill, irritable, and fatigued? Do you wonder at this large percentage of country women at our State Hospitals for Nervous Diseases? Do you still wonder that many children born of those women have physical defects and dwarfed mental capacities?

One of the causes is traditional. Many of the early settlers, especially in the mountainous districts, were hunters and squatters, living very much as the native Indian. The good house-wife often cleared the field, spun, wove, and made the garments, tanned the leather and made the shoes, in fact did all the work necessary for the comfort of the home and the children. It is yet an old saying in many sections, "When the whippoor-wills hollow, it's time for the women to get the wood." We are the legatees of History.

Then there is the economic condition which we have inherited. A broken country and thin land make earning a living a hard problem. People live in my section on small earnings as they cannot elsewhere. They own their own homes. That means everything to our

class of people. Be it ever so humble, there is no place to them like a home. But this necessitates the employment of every member of the household who is able to make a hand to keep the wolf from the door. The absolute, unselfish ambition of the mother for her home and her children, her devotion to their needs and wants, make her inevitably the prime and greatest sufferer of all. In a scheme of education is it the problem to curtail or nourish this great redeeming force in our social status?

Then our theology has made a small contribution to woman's state. Most of our preachers have even taught, since my recollection, that man must be the active factor in all public functions, woman the silent. Men must be delegates, committeemen, officials, spokesmen; women must do the minor and menial things the things scarcely worthy of notice and comment, but above all things she must be quiet. Just a thing of orientalism that religion brought from the old country with it.

Then our educational system has not been wholly without fault. But everybody is attacking it now-a-days, laying all the short coming of society at the school-house door. We teachers know the school is a reflection, or an exponent, of all the other social factors; and to-day there is a great deal of unrest due to the fact that we have come vitally to realize that the school must go in advance in the progress of mankind.

Having been born and reared within such environment, I had never come to realize this situation until about three years ago. In the five schools over which I have had supervision my older students were asked to make a community survey to gather data which we needed for our work. In that house-to-house canvass the names of regular papers of any sort were dotted down, those that came to each home and the persons reading the Same, We found that five per cent. of the women could not read, but that only about eighteen per cent. ever read any paper—and half of these were the cheapest sort. We found in practically every instance that where the mother read good matter, in that home were thrift, happiness, intelligence, and from that home came the children and young people upon whom we could rely as the strongest factors in the community life for good.

We got busy, Mrs. Holbrook organized and assisted in the direction of a Mothers' Club. These met monthly and discussed questions of sanitation, prenatal care, infant feeding, etc., as might be most impressively suggested by some of the leading magazines which they were in touch with.

In the High School at Choctaw we placed a number of high class magazines, some political, ethical, etc., but chiefly agricultural and domestic. Each English class twice a month was required to submit of its own choice some article from some of the magazines coming to the school room. We kept a record and found that even seventy-six per cent. of all the boys' articles during the year were taken from cooking, sewing, or Mothers' Magazines—articles along domestic lines.

At the close of the year's work twenty-two per cent. of the adult women in that community were in touch with the vital reading matter and the effects of that year's work has only begun. Furthermore we have learned that to bring about better home conditions we must instil in the future husbands, as well, a desire for those things. Women being more adjustable will soon be catering thereto.

Another thing we have in the best rural communities, the social entertainments or recreations consist of musicals. It is either the all-day singing, or it is the evening entertainment and the fiddles. In either instance the leader and the center of attraction is the man—the musician. But after we had begun our work we taught the daughters the organ and piano, and soon it was the lady. The country maid was the chief entertainer, the center of attraction, and the source of a great deal of pleasure in the home life, likewise in the community. Then it was that she assumed an air of greater independence, feeling that she was a factor in the community-life, and therefore she could command certain standards of her masculine associates. Moreover, her accomplishment was the generator of much happiness in the home where she became the mistress.

The teaching of domestic science, and the encouragement of modern conveniences in the home have received so much discussion in our school journals and teachers' associations that I shall not add anything. True, these will do much to relieve the conditions of which I spoke. I know of country women who have moved to town, and I hardly know one that wants to return—all because of so many conveniences that they could not afford in the country. I have seen the daughter transform a home after she has taken domestic science in some of the schools. While on the other hand I know a lady who is a good cook and whose husband has provided her all the modern conveniences at his command, and yet she is a drudge. She did not get in an early day, nor since, an ideal—rather a vision of life.

To summarize: See that girls leave school with an appetite for the best reading; see that they know where and how to find the same; see that the girls are the leading factors of the social activities of the community; see that they get a broader vision of life; see that they are educated to the end that they may be productive and economical and generous and grateful—and the problem will take care of itself.

WEDNESDAY EVENING.

THE programme for the evening was opened by the Weber Male Quartette of New York. The first address was delivered by Dr. Edward Howard Griggs, much as follows:

EDUCATION FOR THE ART OF LIFE.

If there is one need dominant over all others in American education it is harmony. We have been advancing, as you know, reaching out in all directions. We have changed

in many ways the entire process of education, but we have done it without a very definite harmony, so there has been a great deal of advance, and then ebb tides have set in and much ground has been lost again. That has happened over and over again in many instances, and it seems to me a body of educators such as gather together here should try to bring into education, into the different means that are before us, some sort of harmony so that we can see what they are worth. I wish to consider tonight the problem of education, not primarily from the school process and system, but for the life for which we educate our children and ourselves. I think whatever helps in the conservation of that human life must throw light on the whole process of education, and must help a little to bring to a clear consciousness the aim that should be before us in the process, the aim to bring life and education together.

We realize that pure education not kept closely in touch with human life is in vain. This is not due to any one group of educational philosophers, and this wonderful advance in education in the last fifty years is only one expression for better education than heretofore. It is one theme of the renaissance of the spirit that has been going on during the last decade. It is difficult to understand it, to realize its full significance, especially when this terrible world war threatens to undo so much that has been done. This awakening shows in religion, in politics, in every field of conduct, and in our education, and this new humanistic movement affects every aspect of human life. We are breathing in these new ideals. The mere accumulation of education is not sufficient. It may hamper a man unless his spirit grows with it, even though you accumulate the best quality of scientific knowledge, it may be worse than useless. In order to make this education worth while it must be so assimilated into the spirit as to make us capable of entertaining great ideas. There are four great ideals abroad in this new movement of American life.

The fact is increasing recognition of the fact that life is not only for to-day, but for eternity. You find this true in the religious life, making us more reverent toward the eternal element in religion. We find it in the increased recognition of the school that each child is a distinct quantity, and that each personality must develope in its own way.

Second, and balancing it, is another great movement. This is the recognition of the fact that if life must be developed in each personality, no man lives to himself alone. In other words the second great idea represents the highest conception of human brotherhood; that only as all humanity works together as one whole, in so far only can there be the best development of life for each individual.

The third idea is the conception that human life is positive, not negative, and to be realized by affirmative action. I would rather go wrong on the path of my own life, than right on the path of any other's life. It is better to rise on the stepping stones of own's own mistakes. The Greeks understood these things. When Ulysses and Orpheus passed the sirens, you remember that Ulysses knew he was going near the sirens, and he had the ears of his sailors stopped with wax and himself tied to the mast. When they came near to the sirens he struggled to free himself and called to be released from the mast, but they not hearing rowed him by. Small credit to his self-control and moral character, but much credit to that intellectual training. But, when Orpheus came within hearing he started to play so wonderfully on an instrument of his own invention, and sang so sweetly that neither he nor his sailors wanted to leave the ship. The only way to conquer bad habits is by acquiring good ones. When the evening hour comes, we do not try to overcome the darkness by closing the blinds, but we let in all the light possible. It is exactly so in the moral world—the only way to conquer the darkness is to let in the light, and the whole problem is to bring in a great, constant affirmative force, and let us give light.

The fourth is the conception of life as a process of growth. We have applied that conception to every phase of human existence —to the entire intellectual and moral life of man. Life means growth in life, and the moment we cease growing we cease to live. We must keep on growing. You can no more be wise by yesterday's virtue, than live on yesterday's air and food. We must grow each day. That is the life-giving element. Your whole intellectual and moral life of to-day is the product of two factors—your yesterday's and your progress to-day. Your whole life is the product of these two factors. No matter how much you know, or how much you travel, if you stop going on the product is nothing. On the other hand, just a little mathematics will show you that if you have just a little factor to begin with, multiplied by a great one, you know the astoundingly large result you will get in a very short time. These things that you cannot miss to-day are steps that you must take now, but each step forward means more power to take another. Every human action is like the wave mark on the sand beside the ocean; each wave that comes higher than the last blots out the last mark. Life must be full of action and growth. Nirvana, with its laziness and lack of change, might attract you after a very hard life, and you might be glad of its rest for a little while, but after three weeks of such life you would, I am sure, long again for the green earth with its changing skies. Life means growth in life, and the greatest of these conceptions of life is this idea of life as endlessly progressive, and getting its vital meaning because of the growth.

Now, these four ideas are the real art of life. If you wait until you know how to live before you begin, you never can begin. If you do not choose your vocation until you know all about the laws of vocation, you will never find your work. The most we can hope for is light enough to see the next step—and take it bravely. Live your own life. Being afraid to live your own life, and to take the next step, is a way of living safely. But life is

never safe. Dare to live. The only safe way is to stay moored to the shore. But do not do that—cut loose from the shore and sail out on the great open sea of being. It is dangerous for you. You have only the stars of God to guide you, and the heavens are dark with clouds; and you cannot see your stars. But unless you sail there is no port worth while. Life is uncertain, and it can never be reduced to a science.

Art is the most exalted and the most discouraging thing on earth. It is the most discouraging because you can never achieve what you are aiming for. The minute an artist is satisfied with his painting he is done for; and for the same reason it is the most exalting thing we know, because we never do come to the end; there is always something ahead. Art is the most exalting and the greatest thing in human experience. You can teach science —you have to learn art. Any good mind can take the facts and rules of science and transfer them to another mind; but it is impossible to do that with art. You can nearly all teach the science of algebra, but the best the teacher of painting can do is to suggest, stimulate, guide, and by the sparing use of criticism correct mistakes; but the student must learn the art by practice. So it is with the art of living. The day is coming when we shall establish a true science of ethics. Already we can establish certain principles in that connection in that science. For instance, every one knows that the habit of lying destroys in the liar's own mind the idea of truth, and he lies and does not realize it, and accepts his own statements as true and it is the worst punishment that any power in the universe can give. An habitually unclean life will destroy the power of love in the human spirit. We all believe these things, but does that solve the question of your life or mine?

Life is made up of just a few great, simple, common elements, but the expression of them is always unequivocal. No two human beings have the same heredity; the same influence; no two have the same combination of experiences. Each life is a new equation of old forces. Life is the one supreme fine art that gives the others their force and meaning. It is our business as teachers, as directors, as friends of children, it is our business to educate them and ourselves for the art of living.

We hear a great deal about the need of a strong personality in teaching—a teacher who makes a great impression on the children and makes himself necessary to them; but I would be willing to say that the wisest teacher is the one who makes himself unnecessary at the earliest possible moment. There have been many teachers who have been able to make their pupils into satellites, but these pupils are unable to stand on their own feet. That is exactly what we do not want to do. We ought to stimulate the child that he shall be able to go on independently, standing on his own feet, doing good work long after he is out and away from the influence and inspiration of the teacher's life. That is great teaching. The wisest teacher is the one who makes himself unnecessary at the earliest possible moment.

We must teach and live the golden rule. We must teach toleration of those whose ideas differ most widely from our own, for, after all, we are all traveling the same way. One's path leads through the still waters and beside the green pastures; another finds himself clinging to the bare front of the precipice of human struggle. He dare not look down; he cannot see up, he can only hold on and try to climb to the top. If they can all get to the top of the mountain, by whatever way their path may lead, might they not see the same green fields and valleys and the same waters. It is not so very important by which path you go as that you climb. There are as many paths to go as there are stars in the heaven at night; and certainly as many roads to truth as there are reverent and earnest human souls. And so, if we can realize a little more largely these facts, how much better we might help each other up the hill. To do this we also need to cultivate for the art of life the religion of truth, the willingness to break no idol that stands about us, and the willingness to endure the suspended judgment. I love that phrase "suspended judgment." It is so comfortable to settle things up and never look at them again, and it is so discouraging to have to go over the same problem again and again. But the one is the careless way, and the other the way to truth.

Under our new system one of our great aims has been centralization and standardization. As an illustration, over in the middle of New York State, across the Catskill mountains from New York City, is a normal school that has taken country boys and country girls, and they are teaching these boys and girls in the same manner as the normal schools of New York City. Teachers from the one school will teach in the country schools, and from the other in the city schools, they will have to teach girls and boys who are entirely different. Now, fellow teachers, that is wrong. The thing that is right for one is wrong for the other, and if you teach all these boys and girls in the same manner, with entirely different problems and difficulties to overcome, if you teach them to work under exactly the same standard system, you are hurting one or both. That is the trouble with too great centralization; it takes away some of the opportunity of the individual unit to do its own work. That is indispensable to the art of living. The old-time country school, with all its economic waste, was the most simple opportunity for the teacher to meet the children that American education has ever seen. Let me illustrate. You have heard to-day, and previously, of the tremendous expansion of our curriculum in American education. We have been so anxious to see that no good thing got by that we have kept the old and adopted new subjects. The results that we have a curriculum so large and manysided, so many subjects of study, that it is exceedingly difficult to teach any one of them thoroughly. That is neither wisest nor best. It makes the teachers specialists. It is the strength of a specialist that he

sees the importance only of his subject, and his weakness is the same. He sees that intelligence centers in his subject of study so far that he loses balance of the whole. The teacher of English literature says to you, Do you not see that English is the great subject in the realm of the mind? It is the center of your curriculm. Next comes the natural science teacher and he says the same thing. It is as if each of them said, Here! This is the North star of education toward which we want to sail. It is not the subject of study at all—it is the child—toward which we must steer. The real aim of education, in the largest sense, is to develop the best balanced human life we can out of these fragments that come into the school. It is most important that somewhere in the course of education every child comes into contact with a human being who is not merely a cogwheel in the machine of education. We must so live and work and teach that the children—and any people with whom we may associate—may also live. We must teach them the most glorious of all works of art—a well-balanced human life.

The Weber Male Quartette sang several songs, after which Dr. O. T. Corson, of Columbus, Ohio, was introduced. His remarks were as follows:

THE THREE C'S IN EDUCATION.

In the words of the Irish orator, permit me to observe that before I begin to talk that I should like to say something; and that something is to express the sincere gratitude of my heart for the opportunity of being with you to-night, and the pleasure that is mine to be the personal messenger of greetings from the Buckeye State and its Teacher-Governor-elect Frank B. Willis, to the people of this great Commonwealth and its great Teacher-Governor-elect, Martin G. Brumbaugh, and to Henry Houck, holding office by divine right, and this divine right means the love of the people whom he has served for nearly three-quarters of a century.

A few years more than three-quarters of a century ago there might have been seen riding through Ohio the founder of the school system in that state, Samuel Lewis, pleading with the people to permit their children to be educated and to come to a little cabin in the northern part of the state, on which was the inscription "Reading, Writing and Arithmetic teached here." It was quite evident that grammar had not then been added. We never have an educational gathering that we do not have some tribute to the great R's, and I am glad of it. Readin, 'Ritin and 'Rithmetic will always be prominent in all education. Why, if reading be properly taught, you have the key that unlocks all the wisdom of the world; if writing be properly taught, in its real significance, not simply as a manual art, but the art of composition, you have everything in the way of expression; and if arithmetic be properly taught you have the study that stands for the logical, raining of the people, and the curriculum will always be based on the three R's, however much it be extended.

In more recent years we have had three other letters mentioned in education. We have been told that the whole boy or the whole girl comes to school; we have been told that we must train the head, the hand and the heart, and we hear much of the three H's in education—the three R's standing for the subject-matter to be taught, and the three H's standing for the three things to be trained in the life of the individual.

Permit me to-night, if I can, to direct your attention to what I have seen fit to term the three C's in education, and let me introduce you to the first C by introducing you to a very simple thing in the primary room of the school with which I grew up as a boy, and to which school I went under absolute Compulsion from my father later on. The chief actor in this scene is a primary teacher who started boys and girls on their educational career. She was a wonderful woman. Later on when I was principal of that village school she was still the primary teacher. She has been an inspiration to me through all my life. She was retired because she wanted to be retired, and she is blessed by all the people in that community who ever knew her I visit her always when I go to the old home if I have time, and while she was still teaching and I called on her, she said Oh, Mr. Corson I want to tell you what happened in school last week, I learned the real purpose of a school. A little girl came to my desk with her face bathed in tears and said "Miss H., I just cannot get my lesson." Now, Miss H. was a wise teacher and she knew that she had reached the danger point with that child, and she knew that if she gave that child too much help she might learn to depend too much on the teacher. She knew on the other hand that if she permitted that little girl to become discouraged, without a ray of hope in her little life, she would soon become permanently discouraged. She wisely did something, I do not know what, but she sent the child back to her seat with her little task, and she said that within twenty minutes that same child came back, face wreathed in smiles. That is the glory of the troubles of childhood—they do not last long—but oh! how real they are while they do last. The child said "Oh! Miss H., I've got my lesson." That did not please the teacher so much, because any child, even the worst, can get a lesson once in a while—but this was the child's answer, and I do not think she knew how wisely she spoke, although it was not quite grammatical. The little girl said, "Miss H., I never knowed before that I could go and sit down all alone by myself and get a lesson without nobody to help me." And that little child had the first C in education—she had the Consciousness of her own power to do things. I have known students far on in their educational career who had never discovered that. I suspect there are men and women, teaching perhaps, who have never yet reached that point in their educational career, and never seem to be conscious of their power to do things. The greatest work of the

teacher is simply to reveal the child or student to itself, and make that child conscious of the power to do things. That is true in every realm of education. The consciousness of physical power, to just have boys and girls realize that the body is indeed the temple of the soul, and that it is a great thing to have a strong body. It is also a great thing to reveal to a student the consciousness of intellectual power, and perhaps greatest of all to reveal to the individual the consciousness of moral power; to feel, "I have that tremendous power to see right here, wrong there." It requires patient, considerate teaching to instill this power into the boy or girl—and there is never a day in a student's life that he does not need the patient, considerate teacher, the teacher who will see things as he sees them. We can never give consciousness of power to boys and girls, even in the moral realm, until we see moral problems as they look to them, and there is just as much difference in moral problems as in intellectual problems.

I hope I am talking to thoroughly sympathetic teachers. What an appeal we have had from this platform to-night for growth. I was thoroughly thrilled, and I want to go from this platform to-night and try to grow more than ever before. If we get scholarship, do not let us try to use it so as to scare people. Some people like to simply overbear people with their knowledge. The teacher must be patient. The more the teacher knows of the fourteenth chapter of the first book of Caesar the more patient she will be. It starts out so easily. "To these things Caesar thus replied." In that sort of a difficulty, to have a teacher with patience, who will just wait until the revelation comes to the boys and girls—not to hasten over a difficulty and then wonder why the boys and girls do not know it. Did you ever see a fellow strike out at a base ball game—just fan the air three times in succession. There is only one reason why he cannot hit the ball—he has nobody to blame but himself. Then did you ever see him look all over the bat to see what caused all the trouble? Did you ever see him throw it on the ground, and then make remarks that I would not make in your presence? It is so human to blame something else, and every once in a while a teacher whose boys and girls have not learned consciousness of power, blames the boys and girls. A little while ago I saw an indignant superintendent—and he was righteously indignant. He was sitting in his office, and he said, "Look here, one of my teachers in algebra reported 65 per cent. of failures. I asked him what was wrong. He said, you ought to see the boneheads I have to teach." He ought to have looked into the glass for the real bonehead. I have no patience for the teacher who under ordinary circumstances will not take the time to let the students properly reveal themselves to themselves, and then when they fail blame it on the pupils. I plead to-night simply for an opportunity to be given to boys and girls to let them learn the consciousness of their power. That is the first step in education, and no person ever starts on the way to an education until he has a revelation of his own power to do things. That is the starting point.

The second C I want to call your attention to is the Cultivation of the conscious power of the child. I hope everyone here has read that marvelous little book of Dr. Palmer's, "The Ideal Teacher," I can think of no one book in my little library that means more to me than that little book. There are people who would have the teacher just keep on doing everything for the child, but I think this book reveals the other side of the problem so beautifully. He says he was invited into the home of a friend to take dinner, and after the dinner, hour, the home being a well-regulated home, the two children, a boy of four and a girl of six, went to bed without any great amount of moral suasion. I know people who say you ought never to make a child do anything, because he might form a dislike for it. You ought never make a child go to bed, because he might form a dislike for it—and never go to bed again as long as he lived. But this boy and girl had some of the old-time obedience of the home and they went early to bed. Pretty soon the mother's ear caught something only another can hear and she went upstairs and found that little boy of four and that little girl of six discussing this question—What are we in the world for? This was the discussion—The little girl was all kindness of heart and said, "We are in the world to help others." Then the little boy, out of the hardness of his heart, said "No, sister, that cannot be, for if we are in the world to help others, what are others here for?" I never in my life heard an educational problem discussed better. It is your business to give this boy and this girl a revelation of the consciousness of his power to do things.

There are certain people who say there should be no home study. No home study! Oh, friend, let us just be sensible. Did you ever go to school in your life with a good teacher that you did not want to study. The boys and girls in grammar and high schools then would have nothing to do in the evenings but to run around. Every once in awhile, as you walk along the streets of a village and pass a house with the blinds up, you see the mother perhaps reading and the children preparing the lessons for next day. This is the place where we are bringing up citizens that are going to make the country safe and comfortable later on. What better place is there in the evenings for any boy or girl than home—preparing lessons for next day? And never fear, my friend, if boys and girls are given work that they have a consciousness of power to do, they are never going into nervous prostration doing it. I can think of nothing more joyous than doing work that we are conscious that we are able to do, and cultivation of the conscious power is an important thing in education. Need I say that this applies to the physical and moral. Our playgrounds help to give boys and girls consciousness of their physical power, and we must give them play to cultivate it. And then in moral problems, how greatly they need to be trained, and how patient we need to be with

them to develop the consciousness of what is right and what is wrong. If education stops before it cultivates consciousness of the moral power, it is likely to be one of the most dangerous things in the world.

The third C, and the greatest of all, is the Consecration of the cultivated conscious power to the service of humanity. That is the thing we are needing in education more than we ever needed anything else. A few years ago in my own home city of Columbus, one of the biggest time lock safes in one of the biggest business houses in the city, refused one morning for some unknown reason to be opened; and the proprietor was getting ready to send a messenger to the people who manufactured the safes, asking them to send an expert, when one of the clerks said they did not need to send so far away, there was a man in the penitentiary sentenced for twenty years just because he could do that sort of thing. They sent out to the Warden of the penitentiary and he sent that man down to them, and in fifteen minutes the safe was wide open. That man was conscious of his power, and the trouble of it was that he had cultivated it to such an extent that the state of Ohio said, for twenty years —you shall be locked up here as a criminal. If that man had consecrated his power to the service of humanity, this never would have happened.

The hardest thing in all our lives that we have to fight is selfishness. We do not need to go outside of our daily experience to know that in our own lives there is a conflict going on between forces contending for the mastery of our very souls. And you know, friends, when we just take a look down into our own souls and honestly question ourselves, we know that the fight there is between service for purely selfish interests and that dedicating our lives to service for others. I think General Booth before he died fought as many batles as any man who lived through a long life. I think it was his last birthday—I know it was near the close of his life—that he was asked to send a message to every Savlation Army post in the world, a cable message or telegram, giving in as brief a message as possible what this great work was for. He complied with the suggestion. I have verified every statement I make regarding it—and when his birthday came the telegraph wire carried one word, and that one word expressed General Booth's idea of the whole purpose of that great movement. It was the word "Others"—O-t-h-e-r-s.

I do not suppose there is a person here tonight who has not thought often of the awful war going on across the water There is only one cause for that war—simply selfishness. Of course, I am strictly neutral. I am like the man who said he was neutral—he did not care which one of the allies won—and that is the way I feel about it. But seriously, friends, we know that is the trouble across the water, and I am inclined to think they are all responsible to a certain extent. It think St. Paul is worth quoting, and I think he uttered the great keynote of a consecrated, cultivated, trained life when he said, "We who are strong ought to bear the infirmities of the weak." I do not think St. Paul ever ascended to such heights in his life as when he said, "If eating meat causes my brother to offend, then I will eat no flesh while the world stands, lest I make my brother to offend."

There is just one ray of hope in this war. By one decree strong drink is forever banished from one of the greatest nations in the world. One of the great reasons for the temperance movement in our own country is this. A quarter of a century ago we began to teach in the public schools the effects of alcohol and narcotics on the human system. Its sale is doomed as certain as the sun is going to rise tomorrow morning. It is doomed because the people are ready to say to-day: If drinking one glass would make my brother to offend, I will drink no more while the world stands. That is the spirit of consecration. We have one man in Columbus who is against Billy Sunday. He won't even go to hear him preach. He says Billy Sunday is "narrow." The Bible says "straight is the gate and narrow is the way that leads to life, and few there be that find it"—that is, they are so broad that they cannot find it. And along comes another and says, What business is it of mine to refrain in a negative way—I am not my brother's keeper. The first murderer on earth said that the first time. I tell you, friends, that education to be a blessing to the world must have in it the spirit of consecration, even in a negative way, and be willing to say, I will not do the thing for the sake of other people. We should express appreciation, and do not let us wait until people are dead before we tell how much we think of them it is almost too late then.

Permit me to call your attention, in closing, to a quotation that has come to me with force. It is this: When we come to the end of life we are not going to be concerned about how much pleasure we have had, but about how much service we have rendered; not about how full our life has been of success, but how full of sacrifice—and that represents the real spirit of consecration. I have tried to bring before you the three C's—Consciousness of power; Cultivation of power and Consecration of power—and I never spoke more out of my heart. I do not believe any living man connected with educational work embodies the three C's more than Martin G. Brumbaugh, your Governor-elect. I think he is going to give you one of the best administrations this State has ever known.

COMMITTEES APPOINTED.

The following committees were appointed by President Shaw:

Legislative Committee.—Drs. Raymond W. Sies, Pittsburgh University; David A. Harman, Hazleton; P. M. Harbold, Millersville; Co., Supt. T. S. Davis, Altoona, R. I.; Miss Margaret Maguire, Philadelphia, and State Supt. Nathan C. Schaeffer, *ex-officio.*

Committee on Necrology.—Supts. J. H. Hoffmar, Doylestown; H. E. Gress, Monessen; M. S. Bentz, Ebensburg; Miss Margaret M. Sullivan, Harrisburg, and H. W. Firth, Yeagertown.

THURSDAY MORNING.

THE session was opened with devotional exercises by Rev. Dr. Nathan C. Schaeffer, who made also the first address of the morning upon

THE PEACE PROBLEM.

On Christmas Eve (Dec. 24, 1814) a treaty was signed at Ghent which John Quincy Adams said he hoped would close the gates of Janus for a hundred years. His hope was realized. The Carthusian Monastery in which the treaty was signed, was to have been bought and set apart for a museum of history by the Belgian Government, and a banquet with the same menu and same toasts as those of a similar banquet a hundred years ago was to have been given in Ghent on the coming sixth day of January. The dreadful European War has not only made these plans impossible of execution but ruined Ghent beyond the possibility of giving such a banquet. Many of the other features of the Peace celebration have either been or will be carried out. Virginia has set aside the seventeenth of February (the day on which the Senate ratified the treaty), as a State Holiday and as a day of general celebration, and has donated a replica of Houdon's Statue of Washington as a gift from the Old Dominion to the Mother Country. The American Committee and the American people are to give to Great Britain, to be placed in London, a replica of the famous St. Gaudens Statue of Abraham Lincoln, now standing in Chicago. On the other side of the water the British Committee has purchased Sulgrave Manor, the ancestral home of George Washington, as a place of pilgrimage and a most interesting relic. It is situated eighty-five miles from London.

Through Lady Paget, born an American, a statue of the great Commoner, William Pitt, Earl of Chatham, is to be presented to the people of the United States and erected in Washington, D. C. A noble monument is to be erected on the highest pinnacle of the Rocky Mountains which, like the Christ of the Andes, is to serve as a memorial of the peaceful relations which it is hoped our country will be able to cultivate with the other nations. A museum of Peaceful Arts has been incorporated in the State of New York. Beginning with sunset on the Atlantic Coast a series of rockets were to be sent into the sky along our Canadian boundary, ending with sunset on the Pacific Coast. The other English-speaking countries are to take part in this celebration, such as Australia, New Zealand, Newfoundland and Canada. Perhaps most important of all was the preparation of a volume by Prof. Dunning, showing how this peace between United States and the British Empire has been made possible during a century. Any one who studies this book must see that neither preparedness for war nor the lack of preparation lies at the foundation of the Centenary of Peace. It used to be said by the militarist class in Europe that the way to prevent war was to be prepared for war. The present war has proved the fallacy of that proposition. We used to think that the undefended boundary line between Canada and the United States was at the foundation of the Century of Peace. But we were not ready for war in 1812 nor in 1846, and still we went to war with Great Britain and Mexico. When Senator Dolliver reported to William McKinley that the war jingoes in Congress could no longer be held in check, he sent for them and after listening to everything they had to say, McKinley told them he would like to have power enough to keep up the war for two weeks. Our unpreparedness did not keep us out of the war with Spain in which we committed every possible blunder except the choice of an enemy. The facts given by Prof. Dunning are too difficult for the ordinary public school; they are food fit for the intellectual stomach of the college student and perhaps the high school pupil. Nor do I feel prepared to advocate that we should teach the details of war in all their horror and misery. Without doubt we have filled the minds of our pupils too full of the glamour and glory of war, and yet between the two I would prefer to fill the child's mind with pictures of flags, uniforms, martial music rather than with the horrible pictures of battlefields, trenches, sinking ships, bloodshed and hospital amputations. I turn from all these things to a threefold concept of the state which we should build up while teaching civics and history.

1. The State is organized force. This is apparent in the Pennsylvania mounted police which have done so much to maintain peace and order during the period of strikes and labor troubles. The State as organized force is manifest in the army and the navy and perhaps I should add the National Guard. We shall always need an army and a navy for police purposes and for defense. Our commerce needs protection on the high seas, our citizens need protection in foreign lands, our border and our parts must be protected from violation of the rights of neutrality. The day will never come when the nations of the earth can do without armies and navies for self-defence and police protection.

2. In the next place the state should be taught as organized justice. Our courts have done away with the duel, with private revenge through violence and with tribal feuds in which death was the invariable penalty exacted without trial and in the heat of passion. The Courts may have to fall back upon the State as organized force for the purpose of enforcing their decrees and decisions, they may make errors in the administration of justice; nevertheless there is less suffering from violence and wrong-doing where courts of law are established, and it is the duty of the school to inculcate respect for law as administered by our courts of justice. The law should never be made a device for letting guilty men escape nor a means for bolstering up rapacious corporations. Nor should the courts be attacked by the recall and the press. Our liberties and free institutions are safe so long as the people do not lose their faith in the ballot and the judiciary. Hence it is of

the utmost importance to develop in the minds of the pupils while studying history and civics the concept of the State as organized justice, backed by organized force.

3. Finally the State should be taught as organized good will. What is the meaning of our hospitals and almshouses, of our schools and colleges and Orphans' Homes, of our post-offices and our parcel post, of our river and harbor improvements, of our interstate commerce and public utility commissions, of donations like the $50,000 appropriation by the city of Philadelphia for the relief of its destitute population? The good-will of the United States was manifested when our government prevented the partition of China, when it offered to mediate between Japan and Russia, when it announced the Monroe Doctrine as a protection to our South American Republics. Our attitude towards Cuba at the close of the Spanish American War was another shining example of the State as organized good-will. But the greatest proof of good-will between nations is found in the hundred years of peace between the British Empire and the United States—a century of peace which it is worth while for our schools to celebrate in spite of the dreadful war into which Great Britain has been drawn with the leading nations of Europe, some on her side and others against her. This war should no doubt be referred to among current events. Is it wise to spend time upon the causes of this war at this time? As an historical fact it should be taught, and yet the teaching of war among current events can be overdone. When the war broke out my youngest daughter exclaimed: "What a lot of dreadful history we girls will have to learn while this war is in progress and after it is over!" When is our teaching of history and civics satisfactory and successful? Is it when the facts of history and the details of government abide in the memory as mere knowledge? I say emphatically *No.* The pupil should leave the class with higher ideals of patriotism and civic duty. He should say to himself, "I will work and vote and live for the best interests of my country, yea if need be I will fight for my country and die in its defence." The history teaching should be so broad in its scope that, like John Hay, the pupil shall be willing to apply the golden rule in dealing with nations as well as with individuals. President Butler speaks of those "who are longing for the day when justice and not force shall rule the destinies of the world." This day will not dawn unless in addition to conceiving the State as organized force and organized justice, we also teach it as organized good-will.

The next speaker introduced was Dr. W. Grant Chambers, Dean of the School of Pedagogy, University of Pittsburgh, who spoke as follows:

CO-OPERATION IN EDUCATION.

The progress of education within the past generation has followed two distinct and somewhat divergent lines. The first of these took the direction of efficiency in technic; the second the direction of genuineness of motive. Out of the first have come our efforts at standardization, measurement of results, at the improvement of technic of teaching. Out of the second movement have come the numerous aspects pertaining to the cultivation of relations between the home and school, student self-government, student organizations and activities outside the class-room, and the like. The first emphasizes mostly the skill of the teacher and the external side of education; the second has to do chiefly with the attitude of the pupil.

Many of our most prominent teachers have been so carried away by recent discussions of standards and scales, grades and promotions, that they have come to regard these things as constituting the whole of education. As a matter of fact they pertain chiefly to the machinery of education, to the arrangement and control of the proper educational environment and to the measurement of results attained. On the other hand the attitude of the pupil, and the pedagogical questions arising out of it, constitute the essence of educational theory. I am convinced that real educational progress is to be secured through the solution of the problems in this field, rather than those pertaining merely to the technic of instruction and the measurement of results.

Adjustment has come to be regarded both as the means and the end of education. We attain the ability to adjust ourselves by progressively adjusting ourselves; but adjustment involves a mutual interaction between the adjustor and the situation adjusted to. Genuine adjustment will never be secured by shutting an individual up in an artificial enclosure and subjecting him to unusual experiences and influences which do not normally play upon him. If he is to learn to adjust himself to the world, therefore, the institution in which he is trained to adjustment must be as nearly identical with the world to which he is to be adjusted as it can possibly be made. This means that the life of the school is to more nearly reproduce the life of the community, and this can be brought about only by a mutual interaction and co-operation, which has nowhere been even approximately realized up to date.

It is easy to understand how in the early stages of the school's development, growing as it did out of the movement for the division of labor, the school should have gone to the extreme in isolating itself from out-of-school life, in order the more thorough to control its own processes and secure its own conditions. The history of social institutions teaches us that there is always a period of more or less intense rivalry preceding an era of co-operation among social institutions, and it was inevitable that the school should pass through this period of isolation and suspicion, while it was developing its own self-consciousness, and securing control of its own resources. But the time has now come when the school must be brought into the most intimate interaction with all other social institutions, the common aim of which is the development of human life and the amelioration of social conditions.

We have come to regard the school as the one institution whose business is education,

just as we have come to regard the church as the one institution whose business is religious development. But after all, life is one and cannot be broken up into separate parts to please any institution. No institution may any longer dominate the child to the extent of making his life in that institution distinct and separate from his life outside. Indeed, the effort should be to identify all aspects of his life, rather than to separate them.

Education is the business of the entire community. The school is but the agent of the community and must co-operate with other agencies in its work. There is no legitimate social institution which does not contribute in some respect to the education of our citizenship. The school is but the central educational agency—the co-ordinating institution. For educational purposes the school organizes the life of the child as it is affected by home, church, business, court, press, library, hospital, theater, street gang, and all other social institutions.

How this co-operation may be worked out in detail is one of the problems of the immediate future. Personally, I feel that the school must study much more carefully than it has yet done, the ways in which all social institutions affect the life of childhood, and the ways in which childhood reacts upon these influences. Since we are training for citizenship in a democracy it seems to me that we must get our results through democratic participation in every group in which the child has membership. The school should not be training its pupils for a participation in life hereafter, but the school should represent at the present time a segment or corner of the society in the life of which every pupil is genuinely participating, and in the solution of the problems of which he is seriously engaged. This cannot be done in an artificial way. The participation must be genuine and real. The problems and the motives must be the child's own, if there is to be real adjustment and consequently real education. Let us take a few minutes, therefore, to inquire as to some of the ways in which the school, as at present constituted, can promote this co-operation between itself and other social institutions to their mutual advantage and to the improvement of the training of pupils.

(1) *Co-operation with the Church.* There are at present mutual misunderstandings and sometimes criticisms because the school and the church are too far apart. Examination periods in school conflict with periods of special services, revivals and the like, in church, or an entertainment is being arranged at school at the same time when the same pupils are making preparations for an entertainment at the church. These and similar conflicts might be avoided by the cultivation of closer relationshops and an effort to use in each institution somewhat of the experience of the children had in the other. The whole question of religious education is a question which must be worked out not by either of these institutions separately, but by their joining in a thoroughgoing, sympathetic fashion with each other and with the home in the solution of their common problem.

(2) *Co-operation with Business.* Continuation classes, vocational guidance, industrial education, are some of the evidences of recent efforts of the school and the business house to get closer together. Business men are being called on to address high school and even grade school classes. Classes of pupils make visits to offices and factories in search for first-hand knowledge of how life is maintained. Exhibits of steps in industrial processes are found everywhere in our educational museums. These forms of interaction should be definitely extended.

(3) *The Press.* There could be no more helpful alliance than that between the school and the press properly managed. In every community the local press should be the one great means of keeping the public informed as to the plans and purposes of the schools, and of arousing public sentiment in favor of progressive school policy. Every local newspaper should have its school column, edited not by a member of the editorial staff nor yet by a principal or teacher of the schools, but by the pupils. This column would be instrumental not only in giving the community news of the schools, but in furnishing the best possible motives for composition on the part of the pupils. Much of the difficulty attending English composition in the schools is due to the lack of a genuine motive on the part of the pupils, accompanying a lack of anything important to write about. The local press offers a means of overcoming both of these difficulties. Many of us recall the excellent booklet placed in our hands at Richmond last February, made up entirely of compositions by pupils in the Richmond schools on themes taken from local history, geography, industry, and social life. It would be difficult to find anywhere a better example of genuine motivation than that. The number of ways in which the local press could utilize the compositions of pupils to mutual advantage of pupil and press is almost unthinkable. Furthermore, why should not the local newspaper assist the schools by making available in published form any bits of local history, descriptions of interesting local, geographical, or geological phenomena; facts about local industries, business institutions, social organizations, and the like. Every community should be in a real sense both the laboratory of the schools, the source of subject-matter of introduction, and the place where the results of instruction and training may be practically applied and tested. There is perhaps no other single institution which can function so effectively as the press.

(4) *The Home.* We hear everywhere nowadays of parents and teachers' associations, visitation days, school exhibits. These are a few of the evidences of an awakening consciousness of the necessity of closer interaction between home and school. Neither of these institutions can do the most for the child without knowing what efforts are being made by the other. Each must know the experience of the child while with the other, and each must encourage the child to carry over his problems and activities from one sphere to the other. The problem of home study has long been a serious one, because of mutual

ignorance on the part of school and home. The current movement favoring school credit for home work under certain limitations is a most excellent movement for the promotion of home and school co-operation, but it must be carried farther. The home must become more and more a laboratory for work in domestic science, in domestic art, in sanitation, in practical mechanics, in gardening, in carpentry and wood-working, and all other aspects of the manual and industrial arts which the school presents on account of home or civic needs. The intelligent conduct of this work, however, will involve a much more intimate knowledge, a much more sympathetic interest, and a much closer interaction on the part of both institutions concerned than at present exists.

(5) *Libraries, Hospitals, Social Settlements, and Other Institutions.* Many communities with public libraries have already developed a close interaction with the school, through which special collections of books are placed at the service of pupils either in the libraries or school buildings; bibliographies are arranged, lectures and talks given, story-telling hours conducted, and other means used to more closely identify the activities of the two institutions. Hospitals, children's homes, social settlements, and other like institutions are constantly in need of such services as pupils in the schools are well qualified to render; reading to invalids or children, furnishing clothing, curtains, rugs, furniture, toys, and other things made by the pupils as a part of their school work, donations of flowers, fruit and vegetables from school garden; personal help in repairing, decorating, or even cleansing the premises of institutions by pupils who at school are studying scientific methods involved in such processes; caring for lawn, cultivating, gardening, etc. These are a few suggestions of how helpful interaction may be developed between school and other institutions which at present seem very remote from each other and with very few, if any, common interests. Yet the encouragement of such co-operation would put at the service of the school the very type of social interaction of which it is in need in order to make its life genuine and its motive real, and at the same time round out and complete the educational process by furnishing it a motive at one end and an outlet in application at the other. The advantages to the other institutions involved are too apparent to require comment.

But the rural schools furnish even better opportunity for co-operation than the schools of the urban community. All that has already been said would apply equally to rural conditions where the institutions mentioned are found, but in addition the whole rural environment may be made to reflect in larger scope the life of the school, or, to reverse the emphasis, the school may be in reality but the condensed and intensified life of the community. Not only should every rural school have an experimental farm, orchard, dairy, blacksmith, carpentry, harness and machine shop, but every farm in the community should be brought into direct relation to the school as both a source of problems, a laboratory for demonstration and application and a source of moral and financial support. Vacations and holidays in rural schools should be fixed with reference to the slack and busy periods of rural life. Seasons of inactivity on the farm should bring courses for men and women to the local schools. The schoolhouse should be the center for the community in the development of interests, intellectual, musical, social, political, commercial and esthetic. School interest in rural problems might be indefinitely stimulated by a more general use of corn clubs, canning clubs, prizes for the finest lawns, the best flower bed, the best kept orchard; prize poultry, fruit, vegetables, bread, and other products of the garden and kitchen. In all of these activities the county fair should be a prime factor in stimulating and maintaining interest. What the rural school needs today more than anything else is a wholesome vigorous, public sentiment—a community spirit which, first of all, knows the possibilities of rural education for country life and through that attains a willingness to lend all the community interests and resources to the development of such a school as the community should have. The communities which are now strenuously protesting against the heavy school tax should as a matter of fact, be made to rejoice in the opportunity of making such a moderate outlay in return for such far-reaching benefits and improvements as that outlay will ultimately return.

In conclusion, then, I should like to emphasize once more the thought that the life of the school and the life of the community must be more closely identified. The school must not be regarded as a place where children are prepared to live but as a place where though living well now they make the more certain successful living hereafter. The problems of the school must be the problems of the community. The science classes of our high schools should be at work, not on theoretical problems, but upon problems of the local water supply, the local milk supply, food adulteration, sewage, domestic and community sanitation, problems of health, ventilation, housing, and recreation. In history and civics the local community should be thoroughly explored. Its civic, political and moral problems should be familiar to high school pupils and should furnish the basis of their class discussions. Civil government should be learned in the local courts, the offices of the local administration of public affairs. If it were possible I should like to urge that every high school pupil serve an apprenticeship of longer or shorter duration, according to opportunities, in some public service, as assistant, clerk, messenger, or in any other capacity which would bring him in first-hand contact with the conduct of modern public and social affairs. We learn to do by doing; we learn to live by living, and it is the wonder of the age, in a democracy such as ours, that we have not discovered long ago that we can only become genuine citizens of a democracy by participating democratically in the affairs of a democracy.

Dr. G. M. Philips, Principal of West Chester Normal School, and President of the Trustees of the Permanent Fund of the Pennsylvania State Educational Association, then presented the annual account and report of the Trustees,

After the reading of the report by Dr. Philips it was adopted by the Association.

Dr. J. George Becht then presented the following report of the Council on the question of a pension bill, the matter having been referred to the Educational Council by the Association last year at Pittsburgh:

TENTATIVE ACT FOR RETIREMENT OF SUPERANNUATED AND INCAPACITATED TEACHERS.

An Act to provide for the retirement and pensioning of superannuated and incapacitated teachers in the public schools of the Commonwealth of Pennsylvania.

SECTION 1. *Contributions.* All teachers, except as otherwise provided herein, contracting, after the passage of this Act, to teach in any of the public schools of this Commonwealth for any period from the first day of July, nineteen hundred fifteen, to the thirtieth day of June, nineteen hundred thirty-five, inclusive, shall contribute from their respective salaries as teachers into the Treasury of the Commonwealth for the purpose and in the manner herein set forth the following amounts during the periods specified: Four per centum of their contractual salaries from the first day of July, nineteen hundred fifteen, to the thirtieth day of June, nineteen hundred twenty, inclusive; three per centum of such salaries from the first day of July, nineteen hundred twenty to the thirtieth day of June, nineteen hundred twenty-five, inclusive; two per

THE PERMANENT FUND OF ASSOCIATION.

Receipts.

Dec. 31, 1913.	Balance in savings fund of National Bank of Chester County as per last report		$ 326.26
Jan. 1, 1914.	Six months' interest on $500 bond, Philadelphia		10.00
Feb. 1, 1914.	Four months' interest on deposit		2.68
Apr. 2, 1914.	6 mo. interest on $3000 N. Y. 4's		60.00
Apr. 4, 1914.	Prof. David S. Keck, acct. principal		1000.00
June 1, 1914.	4 mo. interest on deposits		3.61
July 1, 1914.	6 mo. interest on $2000 Pittsburgh 4½'s		42.50
July 1, 1914.	6 mo. interest on $500 Philadelphia 4's		10.00
Aug. 25, 1914.	6 mo. interest on $1000 Beaver Co. 4's		20.00
Oct. 1, 1914.	4 mo. interest on deposits		4.79
Oct. 27, 1914.	6 mo. interest on $3000 N. Y. 4's		60.00
Nov. 25, 1914.	6 mo. interest on $2000 Pittsburgh 4¼'s		42.50
			$1582.34

Payments.

Apr. 6, 1914	Fof $100 Beaver Co. Pa., 4 per cent. bonds	$973.89	
Apr. 6, 1914	For rent of bank box, 2 years	6.00	$ 979.89
Balance in 3 per cent. savings fund, National Bank of Chester Co.			$ 602.45

The Present Condition of Funds is as follows:

Invested in New York City 4 per cent. bonds, par value	$3000.00
Invested in Pittsburgh 4¼ per cent. bonds, par value	2000.00
Invested in Philadelphia 4 per cent. bonds, par value	500.00
Invested in Beaver Co. Pa., 4 per cent. bonds, par value	1000.00
In savings fund, National Bank of Chester County	602.45
Total amount of fund, Dec. 31, 1914	$7102.45

Signed: G. M. PHILIPS, GEORGE L. OMWAKE, S. H. DEAN.

AUDITORS' REPORT.

The undersigned, appointed by the President of the Pennsylvania Educational Association, beg leave to report that, on 9th day of December, 1914, they examined the accounts of the trustees of the Permanent Fund of the Association, and found them correct, as shown above. They found receipts for all payments, as set forth. They examined the investiments of the fund, and found them, viz.:

Three New York City 4 per cent. bonds, of	$1000.00 each.
Two Pittsburgh 4¼ per cent. bonds, of	$1000.00 each.
One Philadelphia 4 per cent. bond, of	$ 500.00
One Beaver Co. Pa., 4 per cent. bond, of	$1000.00

together with the Association's charter in the Association's box in the Safe Deposit Vault of the National Bank of Chester County, West Chester, Pa.

The $602.45 was found to be on deposit in the savings fund of the National Bank of Chester County, in a separate account in the name of G. M. Philips, Trustee, bearing interest at the rate of 3 per cent. per annum.

Signed: ADDISON L. JONES and THOMAS A. BOCK, Auditors.

centum of such salaries from the first day of July, nineteen hundred twenty-five to the thirtieth day of June, nineteen hundred thirty, inclusive, and one per centum of such salaries from the first day of July, nineteen hundred thirty to the thirtieth day of June, nineteen hundred thirty-five, inclusive; *Provided*, That no teacher shall be required to contribute more than $6.00 per school month during the first five-year period, more than four and one-half dollars per school month during the second five-year period, more than three dollars during the third five-year period, nor more than one and one-half dollars during the fourth five-year period.

Sec. 2. *Payment of Contributions.* All contributions entered into after the passage of this Act between boards of education and teachers for the services of such teachers during any period from the first day of July, nineteen hundred fifteen to the thirtieth day of June, nineteen hundred thirty-five, inclusive, shall provide as an article of contract that the respective boards of education through their proper officers shall retain from each salary warrant issued to every teacher the percentage of the amount thereof herein required to be contributed by the teacher into the Treasury of the Commonwealth. During the seven days preceding the first day of March, the first day of July, and the first day of December in each year, all boards of education throughout the Commonwealth, through their proper officers, shall transmit to the treasurers of the respective counties in which their districts are situated the total amount retained from teachers' salaries to the date of transmission. During the seven days following the first day of March, the first day of July, and the first day of December in each year, the treasurers of all the counties of the Commonwealth shall transmit the total amounts so received by them to the date of transmission to the Treasurer of the Commonwealth, who shall immediately cover the same into the Treasury of the Commonwealth.

Sec. 3. *Return of Contributions.* If before attaining eligibility to a retiring pension as herein provided, any teacher who has contributed from his salary into the Treasury of the Commonwealth as herein provided, who has not been awarded a disablement pension as herein provided, and who is no longer under contract with any board of education in this Commonwealth to teach in the public schools certifies in writing to the State Board of Retirement herein established that to the best of his or her knowledge and belief he or she has permanently retired from service as a teacher in the public schools of this Commonwealth, it shall be the duty of the said State Board of Retirement within three months after receipt of such notice to certify the fact to the treasurer of the Commonwealth who shall immediately refund to such teacher the total amount of his or her contributions under this Act without interest. If any such teacher later becomes again a teacher in the public schools of this Commonwealth, there shall be retained from his or her contractual salary, in addition to any other contribution under this Act, and paid into the Treasury of the Commonwealth in the same manner as other contributions under this Act ten per centum of such salary until the total amount refunded as herein provided with simple interest at five per centum per annum shall have been returned into the Treasury of the Commonwealth. If any such teacher is awarded a pension under this Act before such entire amount with said interest has been returned into the Treasury, then per centum shall be retained by the Treasurer of the Commonwealth from each payment on such pension and covered into the Treasury until the entire amount with said interest has been returned. If any teacher who has contributed from his salary into the Treasury of the Commonwealth under this Act dies while still under contract as a teacher in the public schools of this Commonwealth, or within three years after ceasing to be under such contract and before he or she has received any payment on any pension under this Act or the amount of his past contributions as herein provided, the total amount of the said contributions upon application to the State Board of Retirement by the legal heirs of the deceased shall be returned to said legal heirs in the manner herein provided for the return of contributions to teachers who have left the service of the public schools.

Sec. 4. *Retiring Pension.* Any teacher who has taught in the public schools of the United States not less in the aggregate than thirty years of eight school months each, at least twenty of which, including the last three, have been in the public schools of this Commonwealth; who has taught in the aggregate not less than one year of eight school months in the public schools of this Commonwealth after the thirtieth day of June, nineteen hundred fifteen; and who has attained the age of sixty years shall be entitled upon proper application and retirement from service as a teacher in the public schools to a retiring pension as herein provided. Service as a teacher at the time of application shall not be a condition of eligibility. Any teacher who attains the age of seventy years may be permanently retired by the State Board of Retirement at the end of the term of contract during which he or she attains such age, unless the teacher be then ineligible to a retiring pension, in which case he or she may be permanently retired by the said Board at the end of the first term of contract during which he becomes eligible to such pension. In computing length of service as a teacher in the public schools the school month shall be the unit and each school month shall be counted regardless of the length of school term or year. The total number of years of service shall be one-eighth of the total number of months of service.

Sec. 5. *Amount of Retiring Pension.* The annual amount of each retiring pension shall be one-sixth of the average monthly salary of the teacher during the last one hundred months of his or her service as a teacher in the public schools of this Commonwealth, multiplied by the total number of years of eight school months the teacher has taught in public schools of the United States, *provided*, that service outside this Commonwealth in excess of one-third of the total number of years

of service shall not be counted, and *provided,* that no retiring pension shall be less per annum than eighty per centum of the legal minimum annual salary of a teacher in this Commonwealth for the legal minimum school year, nor more than eight hundred dollars.

Sec. 6. *Disablement Pensions.* Any teacher who has taught in public schools of the United States not less in the aggregate than seven years of eight school months, at least five of which have been in the public schools of this Commonwealth; who has taught in the aggregate not less than six school months in the public schools of this Commonwealth after the thirtieth day of June, nineteen hundred fifteen; and who has become physically or mentally incapable of performing efficiently the duties of a teacher in the public schools of this Commonwealth shall be entitled upon proper application and retirement from service as a teacher in the public schools to a disablement pension as herein provided. Proper application shall include such medical certificates as the State Board of Retirement shall require. Any teacher who has taught in the public schools of the United States not less in the agrgegate than fifteen years of eight school months, at least ten of which have been in the public schools of this Commonwealth; who has taught in the aggregate not less than one year of eight school months in the public schools of this Commonwealth after the thirtieth day of June, nineteen hundred fifteen; and who in the judgment of the State Board of Retirement has become physically or mentally incapable of performing efficiently the duties of a teacher in the public schools of this Commonwealth may be permanently retired by the said Board at the end of the term of contract during which the said judgment is recorded by the Board. Any teacher not less than fifty-five years of age, who in the judgment of the said Board has become physically or mentally incapable of performing efficiently the duties of a teacher in the public schools of this Commonwealth may be permanently retired by the Board at the end of the term of contract during which the said judgment is recorded, unless the teacher be then ineligible to a disablement pension, in which case he may be permanently retired at the end of the first term of contract during which he becomes eligible to such pension. Length of service on the part of an applicant for a disablement pension shall be computed in the same manner as that of an applicant for a retiring pension. No application for a disablement pension shall be considered by the Board of Retirement unless the last service of the applicant as a teacher shall have been in the public schools of this Commonwealth, and unless application is made while the teacher is still under contract to teach in the public schools of this Commonwealth or within one year after ceasing to be under such contract. Application for a disablement pension for a teacher who is no longer under contract to teach in the public schools of this Commonwealth may be made on his or her behalf by another person.

Sec. 7. *Amount of Disablement Pension.* The annual amount of each disablement pension shall be one-sixth of the average monthly salary of the teacher during the last forty months of his service as a teacher in the public schools of this Commonwealth, multiplied by the total number of years of eight school months the teacher has taught in public schools of the United States; *Provided,* that service outside this Commonwealth in excess of one-third of the total number of years of service shall not be counted, and *Provided,* that no disablement pension shall be less per annum than thirty per centum of the legal minimum salary of a teacher in this Commonwealth for the legal minimum school year, nor more than seven hundred dollars.

Sec. 8. *State Board of Retirement.* A State Board of Retirement of five members appointed by the State Superintendent of Public Instruction is hereby established. Except as otherwise herein provided, the term of office of such members shall be five years, beginning the first day of July of the year in which the appointment is made. Annually in the month of June, the State Superintendent of Public Instruction shall appoint one person to serve on the State Board of Retirement for five years, except that in the month of June, nineteen hundred fifteen, he shall appoint five persons, one to serve one year, one to serve two years, one to serve three years, one to serve four years, one to serve five years. All members of the Board shall be citizens of this Commonwealth and two members shall be women. One member of the Board shall at the date of appointment be a class-room teacher in one of the public schools of this Commonwealth, one member shall be at the date of appointment a county or district superintendent of schools in this Commonwealth, and two members shall not be teachers in the public schools of this Commonwealth at the date of appointment. All vacancies shall be filled for the unexpired term by appointment of the State Superintendent of Public Instruction. The Board shall hold a stated meeting each year during the first week of July, at which one member shall be elected president to serve until the stated meeting during the first week of the following July. Vacancies in the office of president shall be filled for the unexpired term by election of the Board. Members of the State Board of Retirement shall serve without compensation, but shall be reimbursed by the Commonwealth for personal expenses incident to attendance upon meetings of the Board. The State Board of Retirement shall have power to engage a secretary at a salary of Fifteen Hundred Dollars per year and to assign his duties, to secure proper office accommodations and fixtures in the City of Harrisburg, and to provide such other facilities as may be needful to conduct the work of the Board in an efficient manner. The personal expenses of members of the Board of Retirement, the salary of the secretary, and all other legitimate expenses of the Board shall be paid out of the Treasury of the Commonwealth by the Treasurer upon warrants drawn by the Auditor General of the Commonwealth.

Sec. 9. *Award of Pensions.* All applications for pensions under this Act shall be

made to the State Board of Retirement whose duty it shall be to satisfy itself in every case whether or not the applicant is eligible to a pension under this Act and, if so, to determine the amount thereof under the provisions of this Act. Every applicant shall furnish such data regarding his or her case as the Board shall require. In performing the duties here imposed the said Board shall have power to require the proper officers to furnish data from public records, to require affidavits, to subpoena witnesses and compel them to testify, and to administer oaths and affirmations. The Board of Retirement shall have power to make such rules and regulations not inconsistent with law as may facilitate the performance of its functions.

Sec. 10. *Payment of Pensions.* All pensions under this Act shall be paid quarterly on the order of the State Board of Retirement on the first days of January, April, July, and October in each year by the Treasurer of the Commonwealth out of moneys in the Treasury appropriated for that purpose. If any teacher in receipt of a retiring pension shall again engage in teaching on full time or part time, either within or without the borders of this Commonwealth, his or her pension shall be reduced during the continuance of such teaching by the amount of compensation received therefor, but in no case shall the teacher lose more than the full amount of the pension during the period of such teaching. Upon application by the teacher to the State Board of Retirement after cessation of such teaching payment of the former pension in full shall be resumed. If any teacher who has resumed teaching as here described attains the age of seventy years, the Board of Retirement shall have the same power to retire him or her as in the case of teachers who have not been awarded a retiring pension. If any teacher in receipt of a disablement pension and under sixty years of age becomes again capable of performing efficiently the duties of a teacher in the public schools of this Commonwealth, his pension shall be cancelled. It shall be the duty of the Board of Retirement to keep itself advised of the physical and mental condition of all teachers in receipt of disablement pensions and under sixty years of age and promptly to cancel the pensions of those whose incapacity ceases. In fulfillment of his duty, the Board shall have power to require such medical certificates as it shall deem advisable.

Sec. 11. *Definition.* The term "teacher" as used herein shall include class-room teachers, principals, supervisors, superintendents, and all other persons regularly engaged in teaching, supervising, or administering the public schools as a regular occupation, or under contract with any board or boards of education to perform one or more of these functions. In all cases of doubt the State Board of Retirement shall determine whether any person is a teacher within the meaning of this Act.

Sec. 12. *Appeal.* All decisions and determinations of the State Board of Retirement shall be subjected to appeal within a period of one month to the State Board of Education whose decision shall be final.

After some discussion by members of the Association of the various articles contained in this report and the draft of the bill, Prof. W. N. Decker presented the following resolution, which was adopted.

Resolved, that the Pennsylvania State Educational Association recommend to the Legislature at the session of 1915 the passage of an Act providing for the retirement of superannuated and incapacitated teachers, based upon the provisions in the draft proposed by the Educational Council of the State Educational Association.

Supt. D. A. Harman: I desire to say to the members of the Association that in the future all requests for appropriations brought before the Executive Committee, should afford time for the Committee to weigh these matters very carefully and give their assent before they are brought to the attention of this body. Our Association is growing rapidly, and we may think there is no limit to our funds; but there is a limit notwithstanding the large enrollment of last year. One Thousand Dollars was placed in the permanent fund, and some $800 or $900 was left after all the appropriations were paid. That is one statement the Executive Committee desired me to make. Another is that the Departments should please remember that under the Constitution they have the privilege of spending only $25 in each Department, and that if more than that is needed they must secure the consent of the Executive Committee to spend the extra money, or else meet this expense themselves. I think there is no necessity of my taking any time to explain why this is necessary. If each Department is just going to use whatever they please, you can see how soon our treasury would be swamped.

The Amendment to the Constitution, offered by Dr. J. George Becht on Wednesday afternoon, was called up for final action and was unanimously approved.

REPORT OF LEGISLATIVE COMMITTEE.

Dr. F. E. Downes then presented the report of the Legislative Committee, as follows:

No legislative session having been held during the past year, your committee has had no opportunity to do effective work. A careful study of the educational field has been made, however, along lines having to do with the professional interests of the teachers of the State, as well as along the even broader lines relating to education in general.

It is the opinion of the committee that the work of the Association in directing legisla-

tion, in order to be most effective, should be intensive rather than extensive; that it would be better to concentrate effort successfully upon a few important educational interests than to dissipate energy over the entire field of educational activity.

To this end the committee respectfully recommends to the next legislative committee, whose official term of office begins on this date, that efforts be directed along the following lines:

1. Providing for an increased appropriation for the public schools, to the end, that teachers may receive the increased minimum salary of Five Dollars ($5.00) per month, as provided in section 1211 of the School Code; that the work of vocational schools may be continued and their field of operation extended; and that the general aid to all school districts be increased.

2. Providing that the laws relating to rural education be revised and that the rural educational system be recognized along the general lines recommended in the report of the Committee on Rural Schools.

3. Providing for a comprehensive and statewide plan for the retirement of teachers, in conformity with the report of the Educational Council.

4. Providing for a revision of the present child labor laws, particularly in order that educational and health tests may be less flexible, and that labor certificates, when not in use, may be returned to the issuing authority.

Signed: F. E. Downes, Joseph B. Gabrio, S. S. Baker, David C. Locke, and Nathan C. Schaeffer, *ex officio* committee.

RESOLUTIONS ADOPTED.

Prof. W. S. Herzog presented the following report from the Committee on Resolutions, which was adopted by the Association:

To the Members of the Pennsylvania State Educational Association:

Your Committee respectfully submits the following resolutions:

Resolved, That we express our high appreciation of the services of our officers and committees in the preparation of the program, remarkable for its strength and interest, and of the hearty welcome extended to the Association by the teachers and citizens and press of Harrisburg; our thanks to the School Board of Harrisburg for the use of the Technical High School and other courtesies extended; and our appreciation of the music by the Weber Quartette of New York and by Miss McElroy of Pittsburgh.

Resolved, That in view of the interest created in the development of our rural schools by the investigations and report of the Rural School Committee, that we recommend the appointment of at least two inspectors for the rural schools of the State, who shall be members of the Department of Public Instruction and whose duties would be similar in their field of activity to those of the High School Inspectors, whose work has achieved such beneficial results.

Resolved, That we urge our Legislative Committee to work for the following appropriations in the coming session of the Legislature: 1. Biennial appropriation of Twenty Million Dollars for the common schools. 2 That more of this money be set apart for the regular high school appropriation. 3. That a large sum be set apart for the payment of non-resident high school tuition. 4. That a more adequate amount be appropriated for the maintenance of the State Normal Schools. 5. That the provisions of the School Code, with reference to minimum salary, be made effective by adequate appropriation.

Resolved, That we approve the efforts of the Department of Public Instruction in organizing agricultural schools and vocational schools throughout the State.

Resolved, That we hereby congratulate our honored member, Supt. Martin G. Brumbaugh, of Philadelphia, upon his recent election to the highest position in the gift of the people of the State.

Resolved, That we express our appreciation of the untiring efforts of President Robert C. Shaw, for the marked success of this meeting of the Association.

Signed: W. S. Hertzog, Chairman, E. M. Rapp, Charles S. Davis, and M. J. Babb.

REPORT OF NECROLOGY COMMITTEE.

Prof. H. S. Fleck presented the report of the Necrology Committee as follows:

If many deaths have occurred among the active membership of the Pennsylvania State Educational Association during the past year, your committee has failed to ascertain where the break in the lines has taken place. Many letters of inquiry were sent to different sections of the state requesting information as to whether any molder of the future citizenship of our great commonwealth had answered the final summons, and but few of the replies brought intelligence that was anything except gratifying. It is probable that in a membership so large as was recorded in Pittsburgh a year ago there may have been several deaths, but if so, advisement of the same has failed to reach your committee.

May it be possible that the grim Reaper has been so intent on striking down the manhood of Europe that he has had no thought for sheaves other than the unripe and immature; no thought for sheaves other than those cut down by the dreadful machines of war, and bound together with the heart-strings of mothers and wives, and children from the desolate firesides of once happy homes. Truly can we say of America and of Pennsylvania: "What a favored lot is thine," "far from the madding crowd's ignoble strife!"

While this association rejoices in practically undiminished membership, let us have a thought for the broken family circles and broken hearts of ruined homes where the innocent now suffer untold hardship in Europe's unholy war.

Among those whose taking away will prove to be a distinct loss in the Educational affairs of Pennsylvania, are the following:

Assistant Supt. John Morrow, of Pittsburgh, connected for a generation with the

schools of Allegheny City as principal and City Superintendent; Supt. George Howell, of Scranton, for some time member of United State Congress; Prof. L. S. Shimmell, Chautauqua instructor, author and district supervisor of Harrisburg; A. S. Longenecker, supervising principal at Lititz; R. S. MacNamee, supervising principal at Berwyn; J. A. Irvine, Etna; E. J. Fisher, Shamokin; Nellie J. VanCleve, and Margaret Vance, Washington, Pa., and Miss Thatcher, Williamsport.

Other teachers, less prominent perhaps, but none the less consecrated, have passed to the great Beyond. As instructors of the commonwealth's childhood and youth, let us not betray the trust reposed in us, and may it be ours some glad day to hear from the lips of the Great Teacher himself, "Ye have been faithful in a few things, I will make thee ruler over many things."

Respectfully submitted.

Signed: H. S. Fleck, Chairman, Louise D. Baggs, W. A. Patton, E. F. Westlake, J. W. Cooper, Committee.

TREASURER'S REPORT FOR 1914.

Twenty-nine years ago I was elected Treasurer of this Association and in this very city. The organization has honored me by keeping me in the same office ever since but this is the first time since 1885 that our sessions were attended by a Life Member who is Governor-elect of our grand Commonwealth. Will our 1916 meeting be attended by a member who is President-elect of the United States?

Last year Supt. Sweeney of Elk suggested that the percentage of enrollment in each county be given in this report. Only three counties complied—Westmoreland, the home of the President reports 73 per cent. The county has separate superintendents in Greensburg, Jeannette, Latrobe, Monessen and New Kensington. Each one of those boroughs enrolled 100 per cent. In Greensburg and Latrobe the Boards of Education pay the enrollment fee of each teacher.

Bucks, Supt. J. H. Hoffman, which gave us such a large enrollment last year comes this year with 100 per cent. enrollment. Lebanon, Supt. John W. Snoke, who always sent a large enrollment, comes this year with 100 per cent. enrollment. How many counties will follow the example of Bucks and Lebanon next year?

Quite a number of districts smaller than counties report 100 per cent. enrollment this year. Among them are Juniata Borough in Blair, Supt. Wineland; Harrisburg, Supt. Downes; Old Forge, Supt. Coyne; Taylor, Supt. Robinson; Olyphant, Supt. Cummings; Dunmore, Supt. Hoban, all Lackawanna towns. Elizabethtown in Lancaster, Principal Aumiller; Lebanon City, Supt. Balsbaugh; Nanticoke, Supt. Diffendafer; Hazle Township, Luzerne county, Supt. Gabrio; Lower Merion Township, Montgomery county, Supt. Downs; Newport in Perry county, Supt. Kline; Tamaqua, Supt. Derr; Meyersdale in Somerset county, Prin. Kretchman; Susquehanna borough in Susquehanna county, Supt. Stearns; Donora, Supt. Reed; Monongahela City, Supt. Dean; Washington, Supt. McCleary. In Greene county the following districts enrolled every teacher: Aleppo, Carmichels, Clarksville, Franklin, Graysville, Greensboro, Jackson, Jefferson, borough and township, Morgan, Morris, Mt. Morris, Perry, Rices Landing, Wayne and Waynesburg. In Westmoreland county, in addition to the five districts already named, the following enrolled every teacher: Adamsburg, Allegheny, Arnold, Lower Burrell, Cokeville, Donegal borough and township, Export, South Greensburg, North Huntingdon, Hyde Park, Irwin, Madison, Mt. Pleasant, New Alexandria, New Florence, New Salem, Paranassus, Penn township, Salem, Trafford, East Vandergrift, Youngstown, Youngwood. Besides these 100 per. cent. enrollments, the list has some great surprises. Supt. Roth, of Adams brought 103 names, Supt. Steltz of Braddock turned in 647 names. Bedford county used to give from one to five enrollments. This year Supt. Hinkle brings 185. When he made his report he said that no blank receipts had been sent to him and he supposed the officers thought that it would not be worth while but he proved the contrary. Supts. Baish of Altoona and Gaunt of Tyrone came with large lists of names. For some years Chester county did not enroll many but this year the county redeemed itself. Supt. Sargent of Meadville sent 61 names, the largest number the place ever enrolled. Shippensburg and Carlisle came nicely into line. Supt. Downes of Harrisburg handed me more than 200 names in addition to his local enrollment. Prin. Keboch of Hershey did very well. Chester City used to send five or six names. This year Supt. Eisenberg sent 85; Supt. Bush of Erie 118. Supt. Freeland of Greene, the southwestern corner of the State, enrolled 236. Supt. Boyer of Huntingdon 147. Supt. Jackson of Punxsutawney sent a "Christmas present" of 36 names to the Association. Scranton never enrolled many except when we met there. This year Supt. Weber sent 433 names and he reports that the enrollment was largely voluntary. Supt. Taylor of Lackawanna sent 99 names, Supt. Harman of Hazleton added 130 names to the list. Principal Breidinger of Wilkes Barre brought 148 names. Supt. Milnor of Lycoming sent 82 enrollments. Supt. Neild of Kane sent 31, the largest number the place ever enrolled. Supt. Laramy of Easton sent 102. Supt. Barclay of Pottsville, Supt. Cooper of Shenandoah, Supt. Dodd of Mahanoy City and Supt. Seltzer of the Schuylkill sent in many enrollments. Supt. Stetler of Snyder, a loyal supporter of the Association, added 89 to the list. Superintendents Crumrine, Reed, Dean, Pollock and McCleary—all of Washington county—kept up their good record. Supt. Wanner of York enrolled 68, Supt. Cleaver of Bethlehem 41, Supt. Dieffenbacher of Danville 20, Supt. Dean of Mt. Carmel 48, Supt. Kline of Perry 61, Dr. Penniman of the University of Pennsylvania 35, Supt. Seibert of Somerset 49, Supt. Stearns of Susquehanna 34, Miss Anna Thomas of Oil City 40, Supt. Gortner of Hanover 41, Supt. Rupert of Potts-

town 44, Prin. Arnold of Norristown 22, Supt. T. Latimer Brooks of Lewistown 32, Supt. McConnell of Mercer 63, Supt. Rupp of Lehigh 45, Supt. Work of Lancaster 29, Prin. Heiges of Manheim 20, Prin. Hershey of Gordonville 25, Supt. Kauffman of Juniata county 21, Supt. Chapman of Indiana 21, Supt. Hess, Chambersburg, 48, Supt. Wright, Uniontown, 29, Supt. Smith of Dawson 24, Supt. Carroll of Fayette 119, Supt. Kreider, Darby, 23, Supt. Wilson of Wayne borough 34. Principals Adams, Nye, Good and Dunkelberger, of Dauphin county, gave good reports. Supt. Wickey of Middletown did his duty, Supt. Zerfoss of Clearfield made a good beginning, Principal Mincemoyer of Renovo remembered the Association. Principals DeTurck of Spring City and Kreemer of West Chester sent in good lists, so did Supt. Gordon of Coatesville. Prof. Wagner of Bellefonte sent 65, Supt. Bentz of Cambria 84, Supt. Gibson of Butler 68, Prin. Yoder of Athens 25, Supt. Hennen of Logan township 23, Miss Stout of Reading 125, Supts. Locke, Green, Atwell and Bayle, all of Beaver county, did well. Supt. Heilman of Armstrong sent 39, Prof. Hollinger of Pittsburgh and Prof. McIlroy of McKeesport sent good lists. The largest lists were sent in by J. F. Bailey, the Executive Secretary of Pittsburgh and S. C. Wallace, the Field Secretary, New Alexandria. The former sent in 683 names; the latter handed the Treasurer 854. Dr. Flounders, Philadelphia, sends 260 names. Supt. J. F. Noona, Mahanoy City, 43 names—100 per cent.

The financial account *now* stands as follows:

Receipts:

Enrollment Fees, 10,401—39 L. M.	$10,362.00

Disbursements:

Seventy-seven bills paid to date,	3,692.11
Balance,	$6,669.89

Respectfully submitted,

DAVID S. KECK, *Treasurer.*

REPORT OF NOMINATING COMMITTEE.

Prof. S. S. Baker, of Pittsburgh, presented the report of the Nominating Committee as follows:

The Nominating Committee presents the following nominees for the consideration of the Association:

President—Supt. H. H. Baish, Altoona.

Second Vice Pres.—Margaret T. Maguire, Philadelphia.

Secretary—J. P. McCaskey, Lancaster.

Treasurer—David S. Keck, Kutztown.

Member of the Executive Committee—Clifford B. Connelly, Pittsburgh.

Representative of Association in the Educational Council—C. D. Koch, Harrisburg.

To the Board of Trustees, the retiring member for re-election.

The members of the nominating committee were L. H. Dennis, Chairman, S. S. Baker, Charles Lose, L. E. McGinnis, E. G. Rose, T. S. Davis, M. B. King, J. P. Breidinger, Geo. S. Machen, J. H. Bear,

ANNUAL REPORT OF TREASURER.

Pittsburgh, Pa., Oct. 6, 1914.

David S. Keck in account with the Pennsylvania State Educational Association.

Resources

1913.			
Oct.	6,	Cash on Hand	$616.00
Dec.	19,	One Life Membership Fee	10,00
		Enrollment Fees 10,410–39 Life Members	10,371.00
		Two fees but no names, Supt. Sherrard	2.00
		Interest from Supt. Hamilton	6.26
		Interest on the Balance in the Treasurer's hands	80.09
			$11,085.35

Expenditures

1913.				
May	8,	No. 1,	Isaac Sharpless, Expenses Executive Committee,	$4.20
		No. 2,	L. J. Ulmer, Expenses Executive Committee,	4.66
		No. 3,	George E. Mark, Expenses Executive Committee,	10.76
		No. 4,	R. K Smith, Expenses Executive Committee Meeting	12.00
		No. 5,	David A. Harman, Expenses Executive Committee,	14.92
		No. 6,	W. M. Peirce, Expenses Executive Committee,	15.92
		No. 7,	Ben. G. Graham, Expenses Executive Committee,	17.90
		No. 8,	James J. Palmer, Expenses Executive Committee,	21.13
June	12,	No. 9,	John R. Butz, Stationery, Printing and Freight....	48.42
July	14,	No. 10,	Jennie G. Probert, Postage and Typewriting.....	21.99
Aug.	27,	No. 11,	J. R. Butz, Stationery and Printing	5.50
Sept.	6,	No. 12,	Hazleton Sentinel, 20M Enrollment Slips	24.50
		No. 13,	David A. Harman, Jr., Secretary's Salary, August ..	80.00
	22,	No. 14,	David A. Harman, Stationery, Postage and Expressage	27.69
		No. 15,	Standard Publishing Co., 30,000 Folders	63.75
Oct.	3,	No. 16,	Keystone Printing Co., of Pittsburgh, Stationery ...	28.50
		No. 17,	David A. Harman, Jr., Secretary's Salary, September	80.00
	22,	No. 18,	The C. F. Heller Bindery, 10,000 Enrollment Tickets	26.20
	30,	No. 19,	Hazleton Sentinel, 15M Certificates	18.50
		No. 20,	David A. Harman, Jr., Secretary's Salary, October	80.00

Dec.	4,	No. 21,	David A. Harman, Postage and Expressage	54.18
		No. 22,	David A. Harman, Jr., Secretary's Salary, November	80.00
		No. 23,	The Plain Speaker, 10,000 Circular Letters	27.50
		No. 24,	The Morning Review, Stationery	8.50
		No. 25,	Hazleton Sentinel, 600 Envelopes, 10M Prospectus	74.25
	27,	No. 26,	A. E. Brown, Merchandise	9.50
		No. 27,	David A. Harman, Postage and Expenses	71.97
		No. 28,	David A. Harman, Jr., Secretary's Salary, December	80.00
	30,	No. 29,	B. G. Graham, Expenses High School Department	92.68
		No. 30,	F. W. Johnson, Fee and Expenses	86.70
		No. 31,	L. R. Crumrine, Printing, Postage, etc.	54.60
		No. 32,	S. H. Ziegler, Postage	10.00
		No. 33,	L. J. Ulmer, Postage	1.00
		No. 34,	R. K. Smith, Expenses Township Department	26.65
		No. 35,	William A. Wirt, Lecture Fee	125.00
		No. 36,	C. A. Prosser, Lecture Fee	150.00
		No. 37,	H. V. B. Garver, Postage	6.20
Dec.	30,	No. 38,	J. George Becht, Postage, Expressage, etc.	12.99
		No. 39,	Remington Typewriter Co., Rental	10.00
		No. 40,	J. P. McCaskey, Secretary's Salary	25.00
		No. 41,	F. W. Robbins, Expenses Legislative Committee	1.91
		No. 42,	E. Ross Ranck, Stenographer's Salary and Expenses	70.00
		No. 43,	G. A. Bricker, Expenses	12.60
	31,	No. 44,	Livingston Seltzer, Expenses Co. Superintendence Department	13.32
		No. 45,	Cornelius J. Walter, Expenses Graded Department	3.50
		No. 46,	Charles K. Taylor, Railroad Fare and Pullman	21.92
		No. 47,	William L. Koch, 500 Programs	3.00
		No. 48,	G. W. Moore, Expenses Legislative Committee	8.67
		No. 49,	George E. Mark, Programs and Postage	9.17
		No. 50,	T. G. McCleary, Expenses, Legislative Committee	19.20
		No. 51,	George R. Miller, Postage	1.00
		No. 52,	David S. Keck, Salary 2 Clerks	70.00
1914.		No. 53,	David A. Harman, Jr., Additional Salary	100.00
Jan.	1,	No. 54,	Samuel Hamilton, Expenses	74.40
		No. 55,	C. B. Robertson, Boy Scouts	40.00
		No. 56,	C. B. Robertson, Clerks	8.50
		No. 57,	R. M. Sherrard, Postage	7.75
		No. 58,	C. B. Robertson, Help	2.80
		No. 59,	C. B. Robertson, Local Expenses	111.40
		No. 60,	Whitehead & Hoag Co., Badges and Ribbons	397.25
		No. 61,	Hazleton Sentinel, 15M Programs	160.00
		No. 62,	Alexander Meiklejohn Lecture Fee	100.00
	16,	No. 63	Katharine E. Puncheon, Postage	8.00
		No. 64,	Robert C. Shaw, Postage and Typewriting	10.55
	21,	No. 65,	W. P. Loomis, Expenses, Manual Arts Department	14.93
	24,	No. 66,	David S. Keck, Treasurer's Salary and Additional Salary	200.00
	27,	No. 67,	D. W. Seibert, Postage	1.10
Feb.	3,	No. 68,	A. M. Peters, Livery Hire	1.50
		No. 69,	David A. Harman, Expenses	38.52
		No. 70,	David A. Harman, Jr., Secretary's Salary, January	100.00
		No. 71,	J. C. Taylor, Postage	5.64
	18,	No. 72,	O. H. Bakeless, Postage and Programs	5.65
Mar.	17,	No. 73,	George M. Phillips, Permanent Fund	1,000.00
		No. 74,	R. B. Teitrick, State Headquarters	100.00
June	2,	No. 75,	The New Era Printing Co., 10,800 Copies of Proceedings	4,752.00
		No. 76,	David S. Keck, Treasurer's Expenses	134.10
				$9,221.64
			Balance in hand	$1,863.71

REPORT OF AUDITING COMMITTEE.

Harrisburg, Pa., Dec. 30, 1914.

We, the undersigned Committee, appointed to audit the account of David S. Keck, Treasurer of the Pennsylvania State Educational Association for the Pittsburgh meeting, have examined the same as set forth in the foregoing report as well as the vouchers for the same and we find them correct.

Signed: F. C. Steltz, John W. Snoke, H. D. Freeland, Auditing Committee.

A. E. Kraybill, representing the Association and its departments as provided for in the Constitution.

The report of the Nominating Committee was adopted and the persons named therein were unanimously elected officers of the Association.

Supt. D. A. Harman: There is a salary of only $25 provided for the Treasurer, and that figure has never been changed. At that time the usual enrollment was 500 or 600. At Pittsburgh last year there was a motion offered that the Treasurer be given an additional sum of $175, making his salary $200 for last year, and I am sure that few people would do the work that the has done for $500. I move that an additional bonus of $175 be paid to the Treasurer. The motion was agreed to.

Dr. Harman further moved that $1,000, or so much theerof as may be necessary, be devoted for the use of the Legislative Committee for the coming year. The motion was agreed to.

PLACE OF NEXT MEETING.

City Supt. S. E. Weber of Scranton: It is indeed a very great privilege that I have this morning to invite you to hold your next meeting in the City of Scranton. The campaign was begun in the month of August, and in the beginning we secured the co-operation of the 620 teachers, the citizens of Scranton, the Board of Education, the Board of Trade, and other representative bodies in that city, and in addition the co-operation of every county and district superintendent in the Lackawanna Valley. We have ample hotel accommodations, ample hall accommodations. We have also in Scranton a large, interested population, that wants to be enthused by the presence of this Association. And we have in Scranton a superintendent who is anxious to see how well he can serve you. Supt. J. C. Taylor, of Lackawanna county, seconded Supt. Weber in very cordial and hearty fashion.

On motion the invitation to Scranton was unanimously accepted.

President Shaw: I want to take this opportunity of thanking you all for the courtesy you have shown me during the last year. A year ago I was told that the President of the State Association might expect trouble from a lot of people throughout the State, and you may be surprised when I tell you that in the last year from 40,000 teachers in the State of Pennsylvania I received but one letter of complaint. I immediately answered the letter, and got a very courteous letter in reply. I can assure the new President that he does not need to be at all afraid. The teachers of Pennsylvania represent the teachers of America, and have shown that spirit. There is no class of individuals deserving of higher regard than the teachers of our public schools. I do thank you very kindly for your courtesy to me. I have now the pleasure of introducing our new President, City Supt. H. H. Baish, of Altoona:

Supt. H. H. Baish, President-elect: As I see it, one of the great advantages of the election of the officers of the Association so late in the session is that it gives the new president no time nor opportunity to make any extended remarks. I am aware that a number of people are waiting to catch the train. They told me before I came up here to be brief, and for that reason I will not take much time. Of course, I appreciate the honor you have shown me by electing me to the office of President of this Association for the coming year. When I remember how much excellent material there is in this Association for this office, I certainly do feel grateful, indeed, that the members of the Nominating Committee extended this honor to me, and that you ladies and gentlemen have approved of their judgment. When I recall the unusually strong programme that we have had before the members of this Association during the past several years, I confess I almost tremble when I think of next year. We have been told several times that growth is necessary to life, and if this Association is to be alive during the coming year it will be necessary for it to grow, and that means that we should expect even a better programme and a larger enrollment next year at Scranton. I confess, I feel now that that is impossible. I cannot but feel how pleased I would have been if every teacher in Altoona had the opportunity to hear what I heard and what a few Altoona teachers heard here this week. I am sure this convention must be an inspiration to every city, and I feel sure that Superintendent Weber will find that that invitation which he has so kindly extended to us will be one that he will never regret having made.

In conclusion, I want to say that I know, as you know, that the success of this meeting next year does not depend primarily upon anything which I can do, but it will depend almost wholly upon the hearty co-operation which I receive from you members of the Association. It has done me a great deal of good to have a number of superintendents tell me already of their hearty support and co-operation during the coming year. I trust that all of us will be on hand at Scranton.

The Association then adjourned.

THE first number of *The Pennsylvania School Journal* was issued by Dr. Burrowes in January, 1852. During that year the first meeting of the State Teachers' Association was held in December. Extended reports of the Sixty-five meetings thus far held are found in the successive volumes of The Pennsylvania School Journal since 1852. A brief record of each of these meetings was given in The Journal and in the bound volume of proceedings for 1912. No sessions were held in 1862, 1879, 1893, or 1904.

1852, December,	Harrisburg	Thomas Henry Burrowes,	—
1853, August,	Pittsburgh	John H. Brown, Philadelphia	122
1853, December,	Lancaster	John H. Brown, Philadelphia	—
1854, August,	Pottsville	James Thompson, Pittsburgh	182
1854, December,	Lewistown	James Thompson, Pittsburgh	112
1855, August,	Pittsburgh	Wm. VanLear Davis, Lancaster	143
1855, December,	Philadelphia	Wm. VanLear Davis, Lancaster	—
1856, August,	Williamsport	James Pyle Wickersham, Lancaster	180
1856, December,	Harrisburg	James Pyle Wickersham, Lancaster	154
1857, August,	Chambersburg	William Roberts, Philadelphia	69
1857, December,	Indiana	William Roberts, Philadelphia	—
1858, August,	Scranton	John F. Stoddard, Prompton	—
1859, August,	West Chester	Franklin Taylor, West Chester	350
1860, August,	Greensburg	Charles R. Coburn, Towanda	126
1861, August,	Lewisburg	Andrew Burt, Pittsburgh	94
1863, August,	Reading	Azariah Smith, Lewistown	80
1864, August,	Altoona	Samuel D. Ingram, Harrisburg	—
1865, August,	Meadville	Fordyce A. Allen, Mansfield	102
1866, August,	Gettysburg	Samuel P. Bates, Harrisburg	220
1867, August,	Bellefonte	William F. Wyers, West Chester	218
1868, August,	Allentown	Edward Brooks, Millersville	240
1869, August,	Greensburg	Samuel S. Jack, Greensburg	560
1870, August,	Lancaster	Henry S. Jones, Erie	340
1871, August,	Williamsport	Albert N. Raub, Lock Haven	323
1872, August,	Philadelphia	Henry Houck, Lebanon	1116
1873, August,	Pittsburgh	George P. Hays, Washington	467
1874, August,	Shippensburg	George J. Luckey, Pittsburgh	157
1875, August,	Wilkes-Barre	William Warren Woodruff, West Chester	284
1876, August,	West Chester	James Pyle Wickersham, Lancaster	309
1877, August,	Erie	George L. Maris, West Chester	191
1878, July,	Reading	William N. Aiken, Lawrence	248
1880, July,	York	Benjamin Franklin Shaub, Lancaster	124
1881, July,	Washington	Jesse Newlin, Pottsville	385
1882, July,	Pottsville	James P. Andrews, Pittsburgh	488
1883, July,	Williamsport	Nathan C. Schaeffer, Kutztown	450
1884, July,	Meadville	Samuel A. Bear, Reading	303
1885, July,	Harrisburg	John Morrow, Allegheny	548
1886, July,	Allentown	John Q. Stewart Harrisburg	620
1887, July,	Clearfield	James M. Coughlin, Wilkes-Barre	438
1888, July,	Scranton	Matt. Savage, Clearfield	435
1889, July,	Altoona	Elnathan Elisha Higbee, Lancaster	348
1890, July,	Mauch Chunk	R. M. McNeal, Harrisburg	376
1891, July,	Bedford	George Morris Philips, West Chester	495
1892, July,	Beaver Falls	Eliphalet Oram Lyte, Millersville	621
1894, July,	Media	Samuel Hamilton, Braddock	472
1895, July,	Mt. Gretna	Eliakim Tupper Jeffers, York	634
1896, July,	Bloomsburg	A. G. C. Smith, Media	331
1897, July,	Newcastle	David Jewett Waller, Bloomsburg	424
1898, July,	Bellefonte	Martin Grove Brumbaugh, Philadelphia	221
1899, July,	Gettysburg	Ebenezer Mackey, Reading	258
1900, July,	Williamsport	John A. M. Passmore, Philadelphia	1012
1901, July,	Philadelphia	John Summers Stahr, Lancaster	2015
1902, July,	Pittsburgh	Junius Rudy Flickinger, Lock Haven	2738
1903, July,	Wilkes-Barre	Addison Jones, West Chester	1144
1905, July,	Reading	Samuel Andrews, Pittsburgh	1306
1906, July,	Altoona	L. E. McGinnes, Steelton	1008
1907, July,	Greensburg	Reed B. Teitrick, Brookville	824
1908, July,	State College	J. B. Ritchey, McKeesport	540
1909, July,	Bethlehem	Charles S. Foos, Reading	2137
1910, July,	Erie	Charles Lose, Williamsport	1783
1910, December,	Harrisburg	Cheesman Abiah Herrick, Philadelphia	1801
1911, December,	Philadelphia	F. W. Robbins, Lebanon	2887
1912, December,	Harrisburg	J. George Becht, Harrisburg	6121
1913, December,	Pittsburgh	David A. Harman, Hazleton	10,664
1914, December,	Harrisburg	Robert C. Shaw, Greensburg	11,110

CONSTITUTION AND BY-LAWS.

THE Executive Committee directs that the Constitution and By-Laws of the Pennsylvania State Educational Association, which have been somewhat amended during the past two or three years, be published in connection with the proceedings of the Harrisburg meeting, as amended:

Article I. *Name.*—This organization shall be known as "The Pennsylvania State Educational Association."

II. *Object.*—This Association is established to advance the school interests of Pennsylvania, to unite the educational forces of the State, to foster proper educational ideals, to give trend to progressive educational movements, to stimulate an appreciation of the responsibilities and opportunities of the profession of teaching, to maintain for the teaching vocation its true place in the world's work, to promote fellowship and fraternal feeling among teachers, and to forward and protect their interests by means of instruction, conference and action.

III. *Membership.*—There shall be two classes of members in the Pennsylvania State Educational Association—active and associate. Members of the Department of Public Instruction, and all persons actively engaged in educational work, as teachers, principals, or superintendents in educational institutions, public or private, may become active members; all persons interested in education, associate members. Associate members shall have all the privileges of active members, except the right to vote and to hold office.

IV. *Dues.*—The annual dues of active and associate embers shall be one dollar. Active and associate members may become life members by the payment of ten dollars. Life members of the Pennsylvania State Educational Association at the time of the adoption of this Constitution shall be life members of this Association. No person shall be entitled to the rights and privileges of memberhsip until dues for the current year shall be paid.

V. *Officers.*—The officers of this Association shall be: A President; Vice-Presidents, consisting of the retiring President as First Vice-President, a Vice-President by election as Second Vice-President, and the Presidents of the several departments; a Recording Secretary; a Treasurer; an Executive Committee of five, consisting of the President, the First Vice-President and three elective members, exclusive of the State Superintendent of Public Instruction, who shall be a member *ex-officio;* three Trustees of the permanent fund of the Association, exclusive of the President of the Association, and the President of the Trustees of the Permanent Fund, who shall be members *ex-officio,* and three members of the Educationl Council.

VI. *Elections.*—Section 1. The officers shall be elected on the morning of the last day of each annual meeting viva voce unless more than one candidate shall be represented for any office, when the vote shall be by ballot. They shall enter upon their duties at the close of the meeting at which they are elected and shall serve until their successors enter upon their duties.

Sec. 2. The President and the Second Vice-President shall be elected for one year; the Recording Secretary and the Treasurer for three years, beginning at the meeting after the summer meeting of 1910; the members of the Executive Committee, except the President and First Vice-President and State Superintendent of Public Instruction, who shall be *ex-officio* members, for a term of three years; provided, that no more than one member of the Executive Committee shall be elected each year, unless to fill an unexpired term occasioned by a vacancy; three Trustees of the permanent fund for six years, provided, that at the meeting following the summer meeting of 1910, one Trustee shall be elected for two years, one for four years, and one for six years and thereafter one at each bi-ennial meeting for six years; three members of the Educational Council for a term of three years; provided, that no more than one member be elected each year except at the meeting following the summer meeting of 1910, when three members of said Council shall be elected and they shall decide by lot who shall serve for one year, for two years, and for three years.

Sec. 3. A membership card shall be accepted as evidence of the right to vote.

VII. *Standing Committees.*—Section 1. The standing committees shall be as follows: Resolutions, Enrollment, Auditing, Necrology, Legislative, and Membership.

Sec. 2. On the first day of each annual meeting of the Association the President shall appoint three members of a Nominating Committee, who with one member elected by each of the departments shall constitute the Nominating Committee to present candidates for the several offices to be filled. On the same day the President shall appoint five members of a Committee on Resolutions, five members on an Enrollment Committee, exclusive of the Treasurer, three members of an Auditing Committee. On the third day of said meeting the President shall appoint five members of a Committe on Necrology and five members of a Legislative Committee, with the addition of the State Superintendent of Public Instruction as an advisory member. At his convenience, the President shall appoint a Committee on Membership to consist of one or more members from each county.

VIII. *Departments.*—Section 1. In order to carry on the work of the Association the following departments are authorized:

1. County Superintendence.
2. City and Borough Superintendence.
3. College and Normal School.
4. School Directors.
5. High School.
6. Graded School.
7. Township School.
8. Manual Arts.
9. Music.

Sec. 2. New departments may be established by amendment upon the written application of fifty members; provided, that the Execu-

tive Committee to which the amendment shall be referred shall determine whether such department is a distinct division of educational work and shall report in favor of its establishment. Departments may be discontinued by a majority vote of the members present at any business session of the annual meeting, if recommended by the Executive Committee. All departments shall have equal rights and privileges. Each department shall qualify its own active members; provided, that in case of dispute the Executive Committe of the Association shall determine to which department a member belongs.

Sec. 3. Each department shall elect a President, a Vice-President, a Secretary, a Treasurer, a member of the Nominating Committee of the Association and three members of the Educational Council for three years, and such other officials as it may deem necessary to conduct its affairs; provided, that at the meeting following the summer meeting of 1910 each department shall elect three members of the Educational Council, one for one year, one for two years, and one for three years. In addition to the duties usually devolving upon the Secretary and the Treasurer of each department, the Treasurer shall collect the membership fee of all persons who desire to join the Association and forward the same to the Treasurer of the Association with a list of such members, and the Secretary shall furnish the General Secretary of the Association with a copy of the proceedings for publication.

Sec. 4. Round tables for the consideration of special phases of study or branches of learning may be established with the consent of the President of the Association.

Sec. 5. The organization of departments shall be under the direction of the Executive Committee.

IX. *Educational Council.*—Section 1. The Educational Council shall act as an educational advisory committee of the Association, consider problems referred to it by the Association; prosecute original pedagogical investigations; encourage needed legislation; stimulate interest in the National Educational Association; co-operate with other educational agencies; and annually report and recommend such action on educational propositions as shall look toward definite progress.

Sec. 2. The members of the Educational Council shall be the State Superintendent of Public Instruction and his Deputies, the Executive Secretary of the State Board of Education, the President and First Vice-President of the Association, three members elected by the General Association, three members from each department and one from each affiliated organization.

Sec. 3. The term of members, except those of the Superintendent of Public Instruction, his Deputies, the President and Vice-Presidents of the Association, shall be three years, unless otherwise provided.

Sec. 4. Not more than one-half day of the general session of the Association shall be devoted to the discussion of the report of the Educational Council.

Sec. 5. The Council may elect such officers as it shall deem necessary for the dispatch of its work.

X. *County and District Organizations.*—Section. 1. Supervising principals and teachers of every county in the state and of every district maintaining a separate institute shall be organized through the supervising officials or a field secretary by the election of a president and a secretary-treasurer. Membership in the said county or district organization, and simultaneously in the P. S. E. A. to be dependent on the payment of the annual dues to the P. S. E. A.

Sec. 2. All such organizations may, before July 1st, suggest to the Educational Council such matters as they may desire to have submitted to the P. S. E. A. The Educational Council shall formulate these suggestions and incorporate with them other matters which it may desire to submit to the teachers or which have been suggested by other educational organizations of the State, and shall, before September 30th, submit this report to the above organizations for action thereon. Reports of said action shall be sent to the Educational Council before the next meeting of the P. S. E. A. At this meeting the Educational Council shall submit to the P. S. E. A. for final action all matters receiving the approval of a majority of all said county and district organizations.

Sec. 3. These county and district organizations may elect delegates to attend the meetings of the P. S. E. A. at the expense of the local bodies, said delegates to be selected from county organizations as follows: First, a grade teacher; Second, an ungraded teacher; Third, a high school teacher. The delegates from other districts shall be selected as follows: First, a grade teacher; Second, a high school teacher; Third, a grade teacher. In all cases the same proportion shall be maintained for additional delegates.

XI. *Affiliated Bodies.*—Associations, whose purpose is educational, may with the approval of the Executive Committee, become bodies affiliated with the General Association and be represented in the general meetings of the Association and in the Educational Council, on the payment of a fee of ten dollars annually to the General Association, Provided, that the Pennsylvania State Directors' Association shall be exempt from this fee. Representatives to the general meetings of the Association shall not have the right to vote, but with the consent of the President may discuss any subject before the Association. The Association shall not be responsible for expenses incurred by affiliated bodies.

XII. *Meetings.*—Section 1. One stated meeting of the Association shall be held annually at such time and place as the Association or the Executive Committee shall determine.

Sec. 2. Special meetings shall be called by the President at the request of fifty members, for the transaction of business specified in the call.

Sec. 3. Forty members shall constitute a quorum to do business. A majority of the members of a committee shall constitute a quorum.

Sec. 4. Any department of the Association,

with the consent of the Executive Committee of the Association, may hold its regular and special meetings at such time and place as by its own regulations it may designate.

Sec. 5. The Educational Council shall meet in connection with the annual meeting of the Association and at such other times as it shall deem proper.

Sec. 6. Round tables shall be held only at the time of the annual meeting.

XIII. *Expenses.*—The ordinary expenses of each department, the Educational Council and the General Association, as determined by the Executive Committee of the Association shall be borne by the General Association, and all bills shall be sent to the chairman of the Executive Committee. The Association will be responsible only for bills presented within ten days after the close of the annual meeting. Members of the Educational Council shall have their personal expenses paid for attending annually one Council meeting to be held between July 1 and September 30.

XIV. *Permanent Fund.*—Section 1. A permanent fund shall be created by the Association and invested as closely as possible under the direction of the Trustees, only in bonds properly issued by a school district of Pennsylvania or in municipal bonds in which the savings banks of Pennsylvania are authorized by law to invest their deposits. Additions to the permanent fund shall be made only on recommendation of the Executive Committee.

Sec. 2. The income of investments shall be used by the Educational Council for prosecuting pedagogical inquiries, circulating educational documents and for such other educational purposes as the Executive Committee may direct.

XV. *By-Laws.*—By-Laws not inconsistent with this Constitution may be adopted by a two-thirds vote of the members present at a stated meeting of the Association. The provisions of any section of the By-Laws may be suspended for a single meeting by the same vote.

XVI. *Amendments.*—This Constitution may be altered or amended at a stated meeting of the Association by a two-thirds vote of the members present; provided, that the alteration or amendment has been proposed in writing on a previous day of said meeting.

BY-LAWS.

Article I. *Duties of officers.*—Section 1. The President shall preside at all meetings of the Association and of the Executive Committee or delegate the duty of presiding to one of the Vice-Presidents, deliver an inaugural address; call the meetings of the Executive Committee; call special meetings of the Association when properly requested; appoint committees to make local arrangements for the meetings as authorized; appoint committees not otherwise provided for; sign all orders drawn on the Treasurer; send and answer fraternal messages and greetings; and perform the usual duties devolving upon the President of an organization. On the expiration of his term of office as President, he shall become First Vice-President for the ensuing year.

Sec. 2. The First Vice-President, in the absence of the President for any cause or at his request, shall perform the duties of President and in the absence of the First Vice-President, such duties shall devolve upon the Second Vice-President and in his absence upon the President of a department in the following order: County Superintendence, City and Borough Superintendence, College and Normal School, High School, Graded School, Ungraded School, and Manual Arts.

Sec. 3. The Secretary shall keep a full and accurate report of the proceedings of the general meetings of the Association and of the Executive Committee; prrepare a list of the members of the Association; have charge of the volume of proceedings; collect and file all documents; prepare the proceedings of the general sessions and the department meetings for publication, and for this purpose shall employ such assistance as the Executive Committee may approve. He shall receive a salary of twenty-five dollars a year. The Executive Committee shall employ the services of a Corresponding or Field Secretary, as may be considered most expedient, providing for the expense of the office and paying such salary as may be necessary to make the work of the Association useful to the educational interest of the whole state, and to promote the professional welfare of the teachers of Pennsylvania.

Sec. 4. The Treasurer shall collect and have custody of all the funds of the Association, except the permanent fund; pay out the same only on orders signed by the President and Secretary; keep an exact itemized account of receipts and expenditures; make vouchers for all expenditures; make a written report of the same and of the condition of the finances at each annual meeting of the Association and shall give such bond at the expense of the Association as the Executive Committee shall fix. He shall be chairman of the Enrollment Committee and shall receive a salary of twenty-five dollars and such additional compensation for clerical help as the Executive Committee may approve.

Sec 5. The Executive Committee shall manage the general business and interests of the Association and have entire charge of the Association between sessions; fill vacancies occurring in any official position in the interim between meetings for the unexpired term, unless otherwise provided for; prepare the program and arrange the order of business for the annual meeting; make suitable railway arrangements; promulgate information concerning meetings; recommend the establishment of new, and the discontinuance of old, departments; consider and report upon all applications for expenditure of funds; approve bills; and perform such other duties as are set forth in the Constitution.

Sec. 6. The Trustees shall perform the duties outlined in Article XIII of the Constitution, and at each annual meeting of the Association shall report the amount of money in the permanent fund, the investments which have been made, and the receipts and disbursements during the year as authorized by the Executive Committee.

II. *Duties of Committees.*—Section 1. The Committee on Nomination shall nominate candidates for the offices of the Association and shall report on the morning of the last day of the annual meeting.

Sec. 2. The Committee on Resolutions shall report at the last session of the general meeting, and all resolutions expressive of the policy of the Association shall be referred to said committee without discussion.

Sec. 3. The Enrollment Committee shall assist the Treasurer in enrolling the members and collecting the membership fees. It shall prepare and hand to the Secretary on the last day of the annual meeting a complete list of the members of the Association for one year arranged by counties with their positions, and postoffice addresses.

Sec. 4. The Auditing Committee shall audit the Treasurer's accounts and make a thorough examination of the finances of the Association. On the second day of the annual meeting, it shall present a written report.

Sec. 5. The Committee on Necrology shall report at the annual meeting of the Association succeeding its appointment, the names and the obituaries of the members who have died during the year.

Sec. 6. The Legislative Committee shall consider all measures referred to it by the Association together with such conditions as in the opinion of the committee require legislative action, and report to the Association the result of its deliberations. It shall also endeavor to secure the enactment into laws of such measures as are recommended by the Association for said purpose, and shall scrutinize all proposed school statutes brought before the Legislature of the State. It shall have power to increase its numbers, with the consent of the President of the Association.

Sec. 7. The Membership Committee shall co-operate with the President and the Executive Committee in advertising the meetings of the Association and in urging teachers to join and shall serve during the term of the President appointing.

Sec. 8. The Legislative Committee and the Committee on Necrology shall serve for one year from time of appointment. All other committees named in these By-Laws shall serve during the meetings at which they are appointed.

III. *Proceedings*—Section 1. All papers or addresses read or delivered before the Association, shall become the property of the Association, and may be published in its proceedings. No paper nor address shall be read in the absence of its author without the consent of the Executive Committee. No paper prepared for the day session of the Association shall exceed twenty minutes in length, and no speaker except the person opening the discussion which follows the reading of said paper shall occupy more than five minutes except by consent of the Association.

Sec. 2. Any persons reading a paper or delivering an address which is afterwards the subject of discussion before the Association shall have the privilege of closing the discussion.

Sec. 3. The proceeding of the general meetings of the Association and of each department may be published annually in the Pennsylvania School Journal—the official organ of the Association. The proceedings, the Constitution and By-Laws, the statistical history of the Association, an itemized statement of the receipts and expenditures of the meeting, and a list of members may be published in full in a volume under the direction of the Secretary of the Association, the President and the Secretary for the preceding year; provided, that in the opinion of the Executive Committee the funds of the Association warrant the publication.

Sec. 4. The proceedings of affiliated bodies may be published with the proceedings of the Association provided said bodies pay a prorata membership share of the expenses for publication and distribution.

Sec. 5. Members of the Association and of affiliated bodies who have complied with the requirements of the Constitution and the By-Laws shall be entitled to a printed volume of its proceedings. These volumes may also be purchased from the Secretary at a price fixed by the Executive Committee.

COLLEGES AND NORMAL SCHOOLS.

THE first meeting of the Department of Colleges and Normal Schools was held in the Library of the Technical High School at 9:30 a. m. It was called to order by the president, Dr. A. Duncan Yocum, Professor of Education at the University of Pennsylvania. We are indebted for this report to Prof. O. H. Bakeless, secretary. The reading of the minutes was on motion dispensed with, and the committee on Relationship of the Normal Schools and the Colleges appointed at the Pittsburgh meeting of the Association last year (1913) by Dr. Yocum, was presented in a series of subtopics for discussion as follows:

RELATIONSHIP OF NORMAL SCHOOLS AND COLLEGES.

1. "At what points do normal school requirements sacrifice effective preparation for normal training to college entrance?"

2. "What phases of academic work in the normal school sacrifice professional efficiency to college recognition?"

3. "Should selected essentials from all phases of history, science and mathematics displace the exhaustive detail now given in certain divisions of each?"

4. "If the selection is made with a view to professional training, is the material less cultural and disciplinary, or less adapted to efficient college preparation?"

5. "Should a period, every one or two weeks throughout the course, be set aside for each general subject for persistent review and development of its most essential details?"

6. "Can this take the place of the hurried review of common school subjects at periods limited to particular terms?"

7. "What is the minimum of observation and practice work essential for the training of elementary school teachers?"

8. "Is the present quality of normal work such as to justify full recognition by the college, either for entrance or advanced standing?"

9. "What professional subjects should not be recognized toward the A.B. degree?"

10. "Are there any professional subjects which, if properly taught, should not be recognized toward the degree of B.S. in education?"

In discussing the second question: What phases of academic work in the normal school sacrifice professional efficiency to college recognition?, Dr. Ambrose L. Suhrie, Professor of Pedagogy, West Chester State Normal School, said, in part:

Undoubtedly administrative policies and class room practices differ widely in the several normal schools of the Commonwealth. I am not informed—I do not know that any one else is—on details touching this question. I can not, therefore, presume to answer for any other normal school except the one in which I happen to be working. The great majority of new students entering the West Chester State Normal School each fall are graduates of first-class high schools and come to us, therefore, with academic preparation sufficient to enter a first-class college without conditions. This means that we have no motive whatever for doing work of a preparatory academic character, and, since these students are conditioned in such professional subjects of the normal school course as happen to belong to the first and second year of the course, a distinctly professional atmosphere surrounds them in their work from the date of entrance to the completion of their courses, and all regular work in academic branches as well as the review of common branches provided for is done with primary emphasis on just what is involved in teaching them. With reference to the much smaller number of students who come to us with less than college entrance preparation, chiefly from rural districts, it might be said that their work below the third year of our course is carried forward as a preparation for the later work of the normal course and not as a preparation for college entrance. It is doubtless much more efficiently done from the standpoint of the mastery of academic subject-matter than similar work being done in the average small high schools of the state. I see, therefore, no evidence whatever that our professors are overlooking the distinctly professional function of the normal school in the preparation of teachers in order that they may prepare their students to gain academic recognition or distinction in college.

Dr. Yocum: Is the high school less dominated by the college than the college and high school both controlled by conditions under which each has been in the past?

Dr. E. L. Kemp, principal of East Stroudsburg Normal School: Nothing in the normal school course was put there with reference to college demand or needs, but solely for the purpose of putting rural students and those from lower class schools on the same footing as students from first-class high schools. The aim is entirely cultural for the benefit of rural students. First-class high school students are excused from all courses for which they can present proper credits. Academic work has been planned with reference to needs, not with reference to college.

Prof. Frank Field, Department of Education, California, Pa., in speaking on No. 9, "What professional subjects should not be recognized toward the A.B. degree?", said: In order to answer this question it is necessary to consider at least three other questions (1) What are the professional subjects? Under this head are included school management and school law, methods, psychology, observation, history of education, practice teaching, advanced work and methods in history, geography, grammar and arithmetic. (2) What are the limits of the subject matter of the A.B. degree? To answer this question I have gone to the courses of study of a few of the leading colleges in this and other states and noted what subjects are required and accepted for the A.B. degree. The idea is extant even yet that there is something sacred about the A.B. degree, that only a certain type of subject matter should be accepted for it. An examination of present day courses of study will do much to remove this idea. In addition to the usual literary and classical studies sciences and mathematics have come in. In addition I have found international law, mechanical drawing, business law, industrial art, Blackstone, Hebrew and Sanscrit accepted for the A.B. degree. Moreover, some schools in the state already accept psychology, history of education, school management and methods. (3) What are the relations of the holders of the A.B. degree to education? As is well known, the holder of the A.B. degree may secure a life certificate after he has taught three years. A fairly large percentage of the holders of A.B. degrees do teach. In view of these facts I feel that we are justified in claiming that the subjects of history of education, psychology, school management and methods and practice teaching should be recognized toward the A.B. degree. I include practice teaching because I believe that even for the A.B. degree subjects which prepare a person to do something should be recognized. The work in observation, arithmetic, grammar, geography, and history should not as they are not of college rank, being either preparatory or technical. I claim, however, that the other subjects should be recognized as they are in accord with the true spirit of the A.B. degree. The work of the A.B. degree should be broad, liberalizing and cultural. But no education is broad which

does not acquaint the student with one of our leading social institutions; no education is liberal which does not set free the minds of our citizens in regard to one of the bases of their freedom; and no education is cultural which does not function in the adjustment of the individual to his environment. In short, education and the public school system are among the most important factors in life to-day and no man is educated or cultured who has not a knowledge of educational subjects whether his interest be that of the teacher, the parent or the citizen.

Dr. Yocum: Should the teacher emphasize the subjects that students are expected to teach pedagogically rather than by intensive presentation of material, i. e., a reorganizing and selective attitude often in the courses?

Dr. George H. Hallett, University of Pennsylvania: By all means shape instruction in subjects mostly for teachers from the teachers' viewpoint, selective rather than exhaustive. This will make the work more interesting and effective for the pupils in training.

Dr. Yocum warned against the danger of closed doors to those in training who have had only selective courses in a subject, without the necessary background of the preparatory and elementary courses.

Dr. Albert E. McKinley, Dean of Temple University, replied to question No. 3: "Should selected essentials from all phases of history, science and mathematics displace the exhaustive detail now given in certain divisions of each?" He said: An answer to this question is dependent somewhat upon the character of high school work which precedes that taken up in the normal school. Apparently, there is a tendency in the high schools to-day to give broad, general courses composed of selected essentials. This is particularly true in history, general science and English literature. Keeping in mind this tendency, it appears to me desirable that the normal schools and colleges should give special courses rather than general courses composed of selected essentials. Two arguments appear to me: (1) That such special courses would avoid the deadening effect of repetition which is so frequently felt in elementary college courses by students who have taken a well-directed course in a similar subject in a high school. (2) That such special courses show the prospective teacher how to study for herself. They give opportunity for the study of books, the use of bibliographies. Of course, I am not speaking here of original research at all. That is, as we all admit, out of place in undergraduate work. But my plea is simply that the teacher be fitted with a method which will permit her to gain the necessary additional information upon the subjects which she may be called upon to teach. I would not have these special courses chosen at the desire of the teacher or the whim of the pupil. In normal schools particularly, I would suggest that they be selected with a view to their correlation in the future life of the teacher.

Dr. Yocum raised the question of avoiding monotonous repetition by wise selection of material most useful to a teacher in a broad sense, that is, thoroughness through selection being equally effective as thoroughness through detail.

Prof. J. Eugene Baker, Normal School for Girls, Philadelphia: Certain phases of a subject lend themselves best to preparation for teaching. Select for making experts in teaching. Turn the class over to the student to be taught. Have the subject intensively presented rather than consecutively.

President Crawford, Allegheny College: If we prepare teachers of history somewhere they must get the background for intelligent teaching of history. Not a sufficient number of high schools give a thorough background for specialization. When the college offers a course on the Renaissance the instructor must make certain that the student has knowledge of the whole stream sufficient to appreciate the intensive study.

Topic 4 was opened by Dr. L. W. Rapeer, Professor of Education, Pennsylvania State College: Selective material will be cultural just as much as subject matter selected without regard to use. Would connect up cultural and discipline with training in social service. The student needs a broad knowledge of civilization and life to become most efficient in his work.

Prof. C. F. Sanders, Pennsylvania College, Gettysburg: The mental attitude of the student will not be in accord with the object we aim at in training. Colleges and normal schools are both suffering from general movements. The normal school seems to be called on for academic work, the college for professional work. For scholarship professional training must be kept in the background. The man preparing for a "job" suffers in real development and cultural value.

Dr. Kemp: The quality of the work depends on the scientific spirit in which it is done.

Dr. Baker, Edinboro: The self-educated man is the best educated man, because of the fact that utility—the practical—confronts him at each step. True, the most cultured man is the most efficient man. If culture means initiative the professional subjects give it best. Our schools have failed in initiative. If professional subjects are not cultural then they are wrong. Education exists for utility's sake. No profession requires so much initiative as teaching. If subjects are well adapted they should be most cultural.

Dr. C. B. Roberts, University of Pittsburgh: We are getting to no place in this discussion, because we have no definitions or standards on this subject of culture, discipline and professional work. Should we not have some standards proposed for our consideration? The recent investigations tend to discredit the theory of formal discipline and the trend of our discussion would lead us to believe that we all are not ready to accept these modern results. The way to culture is not through any particular subject or subjects. The so-called professional subjects should be and are just as cultural and disciplinary as any other subjects.

Topics 5 and 6 were discussed by Charles Lose, principal of the Central State Normal School, Lock Haven: If we are training teachers for the public schools, practice must conform to the practice of the public schools. The law requires that classes be examined to see that they meet the requirements. Every faculty must meet these difficulties. It is not

possible to prepare the students to meet the requirements of the Board without this review.

Miss Martha Seiders, principal of Normal Training School for Girls, Reading: Our usage is constant reviews. Questions follow reviews of book, and topics. Girls are furnished topical reviews.

Dr. E. E. Sparks, President State College: From the college viewpoint I present a condition. Pupils enter hampered by lack of preparation in English and mathematics. Freshmen fail because they can not write good English. They fail in chemistry and physics from lack of practical mathematical preparation. They pass examinations in arithmetic, geometry and algebra, and have no idea of ratio, no power to apply the principles involved. It is a matter that must be met anew at each stage and struggled with until our pupils learn to think intelligently at each stage of the educational process:

Dr. Yocum: Every grade must be responsible for keeping the fundamentals alive by reviews, and intelligent practice and application.

President William H. Crawford, Allegheny College, Meadville: Deficiencies must be met in the grades or class where the weakness of the pupil is discovered. As a standard I would allow no girl or boy to graduate who cannot use good English.

Dr. Kemp: The question seems to be a challenge to normal school men to justify the normal course, inasmuch as it demands reviews of the common branches in the last two years. The reasons for the demand are three: (1) It was found in efforts to teach methods of teaching the common branches that the years following the first study of these branches and the other studies pursued in the time had buried the knowledge of the common branches out of sight. So it is necessary to review the branches in order to make the methods of teaching effective. (2) It is also a matter of experience that without such reviews normal graduates frequently make serious blunders in teaching the common branches. (3) The reviews are necessary because the first study was more or less mechanical and superficial because of immaturity in years and knowledge, and because it was not pursued from the teachers' standpoint. The reviews are designed to give deeper grasp and broader vision to prepare the normal students to teach intelligently. Occasional reviews can not satisfy the demands. They can not take the place of continuous reviews.

Dr. J. E. Baker, Philadelphia Normal School: Practice and observation are of more certain value to the teacher in training than any other subjects. They should have one-fourth of the time in observation and practice work. Observation should be done mostly in the junior year, systematically organized. Students should give back results of observation. All the teaching of the students should be organized, planned and submitted to her critic teacher before put into practice before the class. A large allotment of time should be given to observation and practice.

Supt. Ira D. Kraybill, Model School, Millersville: Observation, with us, is done in the junior year. Teaching is done in the senior year, two periods, one-third of the time, under close supervision.

Dr. Percy Hughes, in discussing topics 8, 9 and 10, said: The question whether professional subjects, taught in normal schools should count towards a B.S. or a B.A. degree, has, so far as I can see, only one practical side, namely, what subjects you propose to drop in order that these professional subjects may be substituted. Where students enter college with a great variety of preparation, there is great waste of the college strength in attempting to build up rosters for so variegated a lot of freshmen. It is possible to allow for a certain amount of variation. But I doubt whether a normal school graduate could substitute more than one unit from professional courses without thereby putting himself out of the line of sequence of college studies which have been rostered to meet the convenience of the majority of students. That unit might well be psychology or history of education or both. I see no reason why such subjects should not appear in the list of alternatives for entrance, beside manual training, mechanical drawing, physiography, etc., wherever alternatives already exist. But, if it is suggested that normal school studies in school management, methods of teaching, psychology, and history of education be substituted for college studies in these subjects, so as to give advanced standing at entrance to college, the objections seem to me serious. In the normal school program, school management may be taught in the first year, to sixteen-year-old boys and girls, previous to any study of psychology. School methods, as a normal school study, deal with elementary subjects, whereas the college graduate is likely to teach secondary subjects. Psychology is to be studied in the third year of the normal school, at least two, and probably three years earlier than it would be taught in the college course. For these reasons the normal school courses in these subjects are not at all equivalent to the college courses; nor are they desirable substitutes. Especially with regard to psychology I would emphasize the importance of bringing the student who proposes to teach in contact with men who propose to go into business, into engineering, or into one of the other professions. A class so varied in composition as is the usual college class in psychology forces upon the teacher and upon the other students a variety of outlook, which is important in the study of the human mind. The teacher who is teaching prospective teachers psychology may intend to be broad, but he will be limited by his own professional outlook, and his own type of personality, unless he is faced with the necessity of holding the attention and stimulating the interest of a number of men who think of anything but teaching as their lifework. Teaching is not without its confining influences, and a college course should serve as a protection from those influences.

The President then appointed, as nominating committee, Prof. Ezra Lehman, Shippensburg; Principal Charles Lose, Lock Haven, and President W. H. Crawford, of Allegheny College, to report at the next session.

Principal Charles Lose was also named

as member of the Executive Committee from this department for the year 1915.

Adjourned to meet Wednesday at 9:30 a. m.

WEDNESDAY MORNING.

THE meeting was called to order by the Vice President, Frank E. Baker, of the Edinboro Normal School, who introduced Principal Charles Lose, of the Lock Haven Normal School upon the Effect upon Normal Schools of Changes in College Entrance Compelled by High Schools.

EFFECT ON NORMAL SCHOOLS OF CHANGES IN COLLEGE ENTRANCE.

The function of the State Normal Schools of Pennsylvania is broadly defined in section 2002 of the new school code in the following words: The State Normal Schools shall be a part of the public schools system of the commonwealth and their purpose the education and training of teachers. The code says further in article 2020 that the State Normal Schools may admit other students than those preparing to teach when it does not interfere with their purpose to educate and train teachers. The normal schools become a part of the public school system of the commonwealth and justify their cost to the state by educating and preparing teachers for the public schools. Only when it does not interfere with their real work may they admit students who are not preparing to teach, or who are preparing to teach special subjects, or to enter higher institutions of learning. This may seem to be a narrow interpretation of the function of the normal schools as expressed in the school code, but to me it seems that only when the normal schools have accepted this interpretation and have planned their work accordingly will they be able to accomplish the thing for which they have been created—to keep the public schools of the states filled with well educated and properly trained teachers. The state requires annually at least 6,000 new teachers, a large part of whom should be prepared by the normal schools. There has never before been a time when the demand for educated and trained teachers has been so insistent as at present.

Assuming that this view of the function of the normal schools is correct, what relation do they have to the colleges? Only when it does not interfere with their real purpose may the normal schools prepare students specially for college. Does not the special preparation of students for college always interfere with their purpose? Students preparing for college are in no way interested in the pedagogy of the subjects they are studying and all of the academic subjects taught in the normal schools should be taught always with the purpose of showing how best to teach these subjects. Otherwise there is no justification for repeating in the normal schools, with students who are graduates of good high schools, those academic subjects that are as well taught in high schools as they are taught in the normal schools. Normal schools that have enrolled a number of students that are preparing especially for college are only justified, if justified at all, when these schools are located in districts where there are no high schools fitted to prepare these students and such districts are now not easy to find in Pennsylvania. One of the several functions of the high schools is to prepare students for college. Until within very recent years it has appeared to be nearly their only function. The community is taxed heavily in order that good high schools may be maintained and a large class of the patrons are still the men that hope to send their sons and daughters to college. The high schools have proved to be good schools in which to prepare for college and it is to them that the great part of this work may safely be left.

Nor can the normal schools very well prepare teachers of such special subjects as manual training, domestic science, music, art, physical training, agriculture, business, etc. While these subjects are now a part of the program of studies of all the large advanced public school districts of the state and are steadily making their way into the smaller districts, and while the normal schools are giving excellent courses in these subjects, still teachers of such subjects to be well prepared for their work must have specialized for a number of years in a way that the normal school can not permit without interfering seriously with their real purpose of educating and training teachers for the prevalent classes of public schools—the rural schools, the elementary grades of town and city school systems, and those high schools not demanding college graduates as teachers. Any state normal school that unduly develops and exploits its music department, its art department, or any other special department must do it at the expense of the time, effort, and money that it is expected to expend in the all-round preparation of teachers in those subjects that still make up a large part of the daily program of nine-tenths of the public schools of the state.

The modern public high school of the United States has been called the Peoples' College. It is a great co-educational institution whose aspiration is to give to adolescent boys and girls equal opportunities in the development of their physical, mental, and moral lives; to prepare these boys and girls for active, intelligent, upright citizenship in a democracy where life is complex and opportunity manifold; to do this great work without separating parents and children, and without imposing insuperable expense upon any member of the community. It has become also the best of preparatory schools, fitting its pupils for any and all colleges and universities, however varied and rigid their entrance requirements. It forms one stage in the continuous system of public instruction in America that begins in the primary school and ends in the college.

Not only does the high school prepare for life, but it is life, at its best, for the pupils performing its tasks and engaging in its varied activities. Through the personal influence of teachers in their instruction, through the administration and government of the school, and through the relations of the students one

with another, the high school exerts a strong and lasting influence on the character of its pupils. Its courses of study represent all the branches of a liberal secondary education. It is a school of English culture and at the same time a fitting school for business and the trades. It has departments of music, art, domestic science, and manual and physical training. It provides entertainments and lectures for its pupils and the public, and encourages the social functions that may properly belong to the school. Its work is not comprised in the six hours of the school day, but its doors are open, and some of its departments working, early and late, throughout the greater part of the year.

To a large extent many progressive colleges now recognize the modern public high school as a good preparatory school and so modify their entrance requirements that credit may be given for work done in certain subjects that half-a-score of years ago were not accepted at all or accepted under great protest. At the same time these colleges have eliminated entirely or modified considerably certain other requirements that were formerly looked on as absolutely essential in determining a candidate's fitness for college entrance. The boy who does not translate Cicero and Virgil readily but who still has a keen, alert, vigorous, well-developed mind may now find colleges willing to admit him.

And finally, How has this change in college entrance requirements brought about by the modern high school affected the work of the state normal schools? Not to any great extent, it appears to me. The influences that have affected changes in the normal schools have come almost entirely from the public elementary and high schools. These schools are close to the people and keenly alive to the needs of the people and as a consequence less conservative than the colleges. The public school authorities of any progressive community in Pennsylvania are to-day most deeply interested in all improvements in methods of teaching as well as in all changes in programs of study that will benefit the community, and it is with these improvements and these changes that the normal schools are most concerned. These public schools are the ones for which the normal schools are educating and training the great mass of their students and the normal schools must, of necessity, be alert to all changes that take place in their organization, courses of study and methods of teaching

The great work of the state normal schools of Pennsylvania is to educate and train teachers to teach the subjects that are now a part of the curriculum of the public schools. These teachers must know through both study and practice what and how to teach in reading, spelling, arithmetic, geography, history, English grammar, etc. It will require a daily period for the great part of the year to give them this knowledge in such a subject as reading or arithmetic. They must know what and how to teach the subjects now taught in all grades of high schools. They must not only know thoroughly the subject matter of plane geometry and Cæsar but they must know how to teach these subjects by the most approved methods. They must know enough about sewing, cooking, manual training, music, drawing, physical training, etc., to work intelligently under a special supervisor of these subjects in city school systems or to get certain definite valuable results in them in schools where there are no supervisors. They must study school management, psychology, child study, general and special methods of teaching and managing schools in order that they may know how to control their pupils through proper motives and teach with the greatest efficiency. They must know the essential elements of a good daily program in a rural school as well as in a graded school and what is the best organization of each grade of school. And they must know the aims of public education—how public education aims at social welfare and betterment, the fullest development of the individual, the training of efficient citizens, the rendering of each pupil economically intelligent and efficient, etc.

To do these things the normal schools can not well undertake work that belongs to educational institutions of another class—the high school, the college preparatory school, the conservatory of music, the art school, and the agricultural, technical or classical college. Nothing to my mind is so important educationally just now in Pennsylvania as some principles by which may be differentiated the work that belongs to the various kinds of educational institutions now supported wholly or in part by public money. For a high school to prepare teachers by injecting into one of its courses a little text-book knowledge on psychology and school management, for a state normal school to develop a music department to such an extent that it overshadows all the other departments of the school, or for a college to engage in the work of preparing teachers who are still teaching on provisional certificates seem to me at least a misconception of the purpose of these different institutions.

To summarize briefly: The purpose of the state normal schools of Pennsylvania is to educate and train teachers for the public schools of the state. To accomplish this purpose in such a way that the public schools may at all times be filled with well educated and well trained teachers, the normal schools must devote their energies to this one purpose. They can not well prepare students for college—a task that may be left to high schools and college preparatory schools. They can not well train supervisors and teachers of special subjects—a task that may be left to institutions especially planned and equipped to do this work. The normal schools are interested in such special subjects as music, art, manual training, domestic science, agriculture, business, etc., that have recently been made a part of the course of study in the normal schools in many places, only so far as these subjects enter into the all-round education and training of the teacher, and so far as the introduction of these subjects into the curriculum of the public schools modifies the program of studies of these schools. The present program of studies of the state normal schools has been wisely planned to meet and, it seems to me, even to anticipate changes made necessary in the public schools because of the new

conception of the aims of public education. As a consequence of all this, I believe that the state normal schools have only a second-hand interest in the change in college entrance requirements demanded by the high schools.

Principal Ezra Lehman, of the Shippensburg Normal School, in opening the discussion said that he fully agreed with the points made by Principal Lose. Even though there has been little modification of the normal school course due to changed entrance requirements of the colleges, there should be a closer articulation of the work of the college and the normal school. The college should recognize the greater maturity of the normal school graduate, greater capacity for work, and greater power of application. The college should be just as liberal as possible in recognizing all the work done in the normal school so that the students may complete a college course without the overlapping of work and consequent loss of time.

Principal P. M. Harbold, Millersville Normal School: What has been said about granting credit for work done in normal schools by students who were previously graduated from high schools, which have recognized standing, I heartily agree with. There ought to be no difficulty with such students. We find in our normal schools a number of young men and women who have not had a high school course and who are the best students in the normals. What can be done for these so that they may not lose time when they go to college? They will be leaders in the college, especially in the department of education. Here is a practical difficulty which the college must meet. Can any plan be devised whereby these excellent young people may be helped?

Dean F. P. Graves, School of Education, University of Pennsylvania: As normal schools are coming to feel, high school work should be completed before beginning the professional work of the normal school. If this is done as far as possible the work done in the normal school should count for advanced standing in the college. This will need adjustment and may be difficult, but the terms should be agreed upon by the normal schools and colleges, and patience should be exercised by both sides. We must get together and reduce the waste to a minimum. Some of it will probably be necessary, but let us make it as small as possible, and permit satisfactory normal school graduates who have previously completed the course of a four-year high school to graduate from the college as nearly within two years as possible in each case.

At the close of the discussion the report of the Nominating Committee was called for and the following names were presented as candidates:

For President—Frank E. Baker, Edinboro.

Vice-President—S. B. McCormick, Pittsburgh.

Secretary—O. H. Bakeless, Bloomsburg.

Treasurer—Harvey Brumbaugh, Huntingdon.

Executive Committee—P. M. Harbold, Millersville; W. E. McKinley, Temple College, Philadelphia; P. M. Hughes, South Bethlehem; J. P. Heiges, Shippensburg; and A. L. Suhrie, West Chester.

On motion, the report was adopted, and the ballot cast for candidates named.

Dr. A. C. Rothermel, principal of the Keystone Normal School, was, on motion, elected to represent the department on the Educational Council of the State Association.

The following paper was then read by Prof. Roswell H. Johnson, of the University of Pittsburgh, upon The Extent to which the College Can Recognize Normal School Work for Advanced Standing:

EXTENT TO WHICH COLLEGE CAN RECOGNIZE NORMAL SCHOOL WORK.

The fundamental basis for advanced standing is quickly determined. The four years following the grammar school are not entitled to advanced standing. This applies whether the school is a high school, technical school or normal school. Years beyond these four should be recognized as collegiate and the work of these years should be accepted for advanced standing. The college should reserve the right to withhold credit for such work from any school whose students, experience may have shown, to be unworthy of the privilege. Taking the most complicated case for illustration, if a four-year normal school requires two years of high school for entrance, then the first two years of work in that normal would not be accepted by the college. But the last two years in such a normal school would count towards advanced standing by the college. And yet so mechanical a scheme, while necessary as a basis, should not be followed too implicitly.

By our present methods of marking and crediting, we have treated the class work of all individuals as of two grades only, either passed or failed, and all passed individuals as having done equal work. The truth, of course, is that three courses with one student are fully worth to him and to society four courses of another. The biological, psychological, and sociological work of the past decade has been profoundly influenced by the realization that nearly all things vary, and that they generally vary in a curve of frequency that is bell-shaped. In no field is there greater need for application of this principle of ordered variation than in education

Let the college give up a rigid measuring of education in Carnegie units or credit hours, but permit, even encourage, a measurement that recognizes credit for *quality*. Let grades be standardized (with a fair degree of elasticity) by providing that the students whose

work is not marked incomplete shall be graded on some such basis as this: Five per cent. of the class to receive A grade; 25 per cent. B; 40 per cent. C, and 30 D, E, and F taken together (E meaning a condition, and F failure). Then those who make C grade would receive the ordinary credit for the course, those who make A would receive one-and-a-half times the normal credit for the course, those making B one and a quarter, and those making D five-eighths the usual credit. The total amount of credit given to a class under this system is about the same as that at present, so that no one need be afraid standards are being lowered.

Of course, in small classes considerable divergence would be permissible, so long as the distribution in the long run conformed to the system.

The advantages of this system are threefold: (1) A keener incentive is offered to the student to achieve more than merely a passing grade. (2) The co-operation of parents is enlisted, when we really act upon the grade acquired, making it a tangible value, instead of simply entering it into a book. (3) Slower students are thus required to take the additional time necessary to entitle them to rank with the others. The more able, on the other hand, would either remain in school for a fuller education than they would get otherwise, or would take their places earlier in the active world, to their own profit and the service of society. The college then should recognize credit units in terms of quality rather than mere time units, if any normal school is progressive enough to introduce this system.

Let us now consider the subjects offered in a normal school which should be acceptable to a college for advanced standing. Of course, anything given in the collegiate years of our normal schools should be acceptable to a school of education or a teachers' college in a university. But it is justly felt that the college is characterized by having a larger percentage of non-vocational work than any other school in a university.

While this is true, the absolute barring of all vocational work seems to me too extreme, since early vocational work is desired by so many, and wisely, and to force it into graduate years is to prolong school life unduly. This is especially true with young women in the college who graduate at an age when so large a proportion of non-college women have already married, that for them to postpone marriage by taking, as a graduate student, the domestic sciences which every woman needs, or to omit these, would result seriously for society and for the race.

For these reasons vocational subjects should be accepted up to one-fourth of the total credits required for graduation from college, exclusive of the domestic sciences, and up to two-fifths inclusive of the domestic sciences. This provision applies to both B.S. and A.B. degrees. It seems best to make the difference between these degrees rest wholly on whether the major subject is a natural science on the one hand, or a language, history, philosophy, or other humanity on the other hand.

The distinction between a vocational and non-vocational subject for the purposes of this classification is based upon the value a subject would have for a student who might work outside of the particular vocation in question. The classification of the courses should be definitely indicated, so that students and advisers could be guided in their selection at the outset. The classification of subjects that I would make in the field of education, for instance, is this:

Non-vocational: Education psychology, principles of education, history of education, experimental pedagogy, biology and psychology of play, and clinical psychology.

Vocational: Educational administration, primary methods, special methods, secondary education, and practice teaching.

Fortunately the college curriculum is becoming increasingly elastic, so that the transition for the student having advanced standing is not difficult. But where this is not so, when there is a rigid curriculum, the college should regard the curriculum as a set of regulations for students under their control. It should not exact precisely the same requirements from advanced students, whose work has been properly ordered by faculties representing different ideals as to curriculum. There should be a certain comity, although not necessarily a complete substitution of year for year. The purpose of a curriculum, since it can not be infallibly inspired, should be to prevent abuses by students making poor or ill-assorted choice of subjects. College faculties should therefore accept substitutions within reasonable limits.

In conclusion, then, normal schools should not be regarded by the college as mere feeders but as an important component of the educational organization. The question of the interrelation of educational units is not to be decided by the college in a spirit of supercilious domineering which, we must admit, has all too frequently been its attitude. This language is none too strong when we consider the former rigid entrance requirements, rigid curriculum, and rigid exclusion of vocational subjects. Some of this rigidity might have been pardoned if the requirements had always been wise. The standpoint from which this whole matter should be decided, of course, is not what is best or easiest for the college, but what is for the best interests of the students and of society as a whole.

The discussion was opened by Dr. G. G. Chambers, of the University of Pennsylvania:

The colleges and schools of education of our country, quite uniformly at present, require that the equivalent of a four-year high school course shall precede admission to the freshman class. In the case of all candidates for admission who do not come directly from the high school, it is necessary to determine the point in the candidate's previous work where the equivalent of a four-year high school course has been accomplished. That is true in the case of graduates of normal schools. According to the present curriculum of the Pennsylvania state normal schools, as I understand it, a normal school student will usually have reached that point upon his completion of the second year's work in the nor-

mal school. It would seem, therefore, that work done during the last two years of the normal school would be the only work under consideration for advanced credit in colleges or schools of education.

The subjects studied during the last two years of the normal school may be placed in one or other of two classes. There are the content or academic subjects, such as languages, history, and mathematics, and the professional subjects such as history of education, and methods of teaching. The credit for these two classes of subjects will differ, depending upon whether the candidate enters a course in arts and science leading to an A.B. degree, or a course in education leading to the degree of B.S. in education. The amount of credit for the academic subjects might depend upon the extent to which pedagogical considerations enter into the teaching of them in the normal school. Unless such considerations receive undue attention, those subjects should be judged by the same criteria as if they had been taken in a recognized college, and credit thus given should be the same in either the course in arts and science or the course in education.

In regard to the professional subjects, it is commonly recognized that a limited amount only of professional work along any line should be counted towards an A.B. degree, probably not more than one-eighth of the entire requirements for the degree. That would seem to apply to professional work in a normal school just as well as it applies to professional work in a medical school or a law school. In a school of education, however, which is itself a professional school, there would seem to be no such restrictions upon the amount of professional work that could be credited. Of course, the exact amount of credit given for work done in any particular school would depend not only on the subjects taught, but on the equipment of the school as to its faculty, laboratories and library.

In a school of education, a graduate of a first-class normal school should be given sufficient credit to enable him to complete his work for the degree of B.S. in Education in two years, provided he has done his normal school work with an entirely satisfactory record. The exact amount of credit would depend, to some extent, upon his choice of electives in the normal school, and it might be necessary in some cases for such a student to do a little more than the usual amount of work each year, but not enough to entail any hardship. These credits should be given subject by subject and not as a blanket credit.

Dr. Albert E. McKinley, of Temple University, said: Temple University, Philadelphia, has organized many of its courses with a view to meeting the needs of teachers who desire higher education. Over 450 public school teachers are registered for higher work in the university this year. In determining the matter of advanced standing for graduates of normal schools it has been the practice of the university to distinguish between those applying for the the degree of Bachelor of Science in Education and those applying for the regular academic degrees of A. B. or B. S. For degree of Bachelor of Science in Education a preliminary four years' high school course is required. If the normal school graduate has had this amount of work and two years in addition in normal school, he is given two full years' advanced standing in the Teachers College of Temple University. For the regular academic degrees a four years' high school course containing specified subjects is necessary for admission. Normal school graduates satisfying these requirements are given advanced standing based upon the actual work of college grade performed in their normal school course.

Prof. C. F. Sanders, Pennsylvania College, Gettysburg: Assume that the teaching in all schools is of equal merit, distinction on the basis of the antecedent preparation and consequent maturity of the student when course was taken will exist. The State Board insists that the credits on educational subjects for which a State college graduate's certificate is asked must be done in college. Thus credit in the educational subjects is practically prohibited.

Dr. G. M. Philips, West Chester Normal School, said that he wrote the section of the School Code providing for two hundred hours of pedagogical work for the college teacher's certificate and there was no intention of requiring this work to be done in the college, nor of preventing the allowance of credit for any part of this work that may have been done in state normal schools. This requirement was fixed by a recommendation of the College and University Council of Pennsylvania, and was settled entirely by the college presidents in that Council. Neither in the College and University Council nor in the Commission which framed the School Code was it ever suggested that this pedagogical work must be exclusively done in college.

Dr. Philips then offered the following resolution, which, on motion, was unanimously approved

Resolved, That the College and Normal School Department of the Pennsylvania State Educational Association requests the Superintendent of Public Instruction, in granting teachers' certificates to college graduates, to allow the colleges to credit towards the two hundred hours of required pedagogical work, such part of the work as has been done in State Normal School to the satisfaction of the Colleges.

In reply to President Wm. H. Crawford, of Allegheny College, Meadville, who questioned the wisdom of a too liberal attitude toward electives, as suggested in the paper read by Professor Johnson, the latter said: In spite of the contention to the contrary

by President Crawford, I must still insist that my statement that the "curriculum of the colleges is increasingly elastic" is correct. While absolutely free electives may not be increasing, there is a distinct reduction in the number of specifically required subjects and an increase in "electives under control." Investigating the colleges of the twenty largest universities we find on an average that less than one-fourth of the subjects are specifically required. The change at Harvard after the resignation of President Eliot has been cited against me, but it is less of a departure than might be supposed, for while it put some electives "under control" it did not increase the number of specifically required subjects. The prominence Harvard gave to the policy of "electives under control" has led to its very wide-spread adoption at the expense of specific requirements in the college of the Middle West and West. This tendency was still in evidence during the year 1914. The University of Chicago now specifically requires only English and Physical Culture in its curriculum for Ph.B. and S.B.

Dr. Baker, the new president, on assuming the chair, thanked the various committees and members who had contributed to the success of the meetings.

The Department then adjourned.

SCHOOL DIRECTORS' DEPARTMENT.

THE twentieth annual convention of the Directors' Department of the State Educational Association met in Harrisburg on Thursday, February 4th, in the auditorium of the Technical High School for a two days' session.

The officers of the Department for the past year have been: President, Harry A. Boyer, Harrisburg; First Vice President, R. J. Yost, South Bethlehem; Second Vice President, J. Arthur McFarland, Conshohocken; Third Vice President, Abbie Walton Wilder, Kennett Square; Recording Secretary, Adrian H. Jones, West Hazleton; Corresponding Secretary, D. D. Hammelbaugh, Harrisburg; Executive Committee: J. Newton Rhoads, Reading; Charles M. Magee, Easton; S. R. McClure, Braddock; T. J. McGinty, Olyphant and W. G. Davis, McKeesport. Legislative Committee: M. H. Henning, Wilkinsburg; T. G. Magee, Altoona; Dr. J. D. Orr, Leechburg; Frank L. Campbell, Chester; H. M. Lessig, Pottstown; and James M. Wuchter, Allentown.

The meeting was called to order at 9:30 a. m. by President Boyer, President of the Board of School Directors of the City of Harrisburg.

The session was opened with devotional exercises by the Rev. Edwin E. Curtis, pastor of the Westminster Presbyterian Church.

President Boyer then introduced the Honorable S. J. M. McCarrel, associate law judge of Dauphin county, who made the following address of welcome:

ADDRESS OF WELCOME.

Mr. President and Gentlemen of the Convention: I desire to thank you and your board for the honor you have given me by asking me to be present and to deliver an address of welcome upon this occasion. I am glad to welcome the Directors of the Public Schools to the capital city of this great Keystone State, the state which has always stood for the education of the young. You are here in the capital city of the state which I regard as the greatest and grandest of our commonwealths. We have a delightful location here. It is central, readily reached from all parts of the state by the railroads, and, under cover of the night, or at least within twenty-four hours, you can reach it from any part of the state. It is a beautiful locality, surrounded by mountains, and the location of the capital city is a joy to the whole commonwealth. I extend to you a most hearty welcome, and congratulate you that even the weather and heavens seem to be smiling upon your assemblage here this morning. The groundhog two days ago failed to see his shadow—and we are having nice weather.

You occupy, gentlemen, a leading position in the commonwealth. I believe that you understand the honor of the place that is assigned you by your respective districts, and the responsibility that rests upon you as directors of the public schools. You choose the teachers; you choose the superintendents of the cities, boroughs and counties; and you have control, under the direction of the Department of Public Education, of all educational institutions in this grand state. A great honor it is to be intrusted with a position so important as this by your fellow citizens. Nothing is of such importance as the education of the young. The commonwealth of Pennsylvania has no more valuable asset than her citizenship, and the people who are to become citizens in a very few years. You have charge of the education of these young people for ten years—from six to sixteen—and what sort of citizens they will become depends largely upon the efficiency of the instructors in the public schools, and the efficiency of the instructors

depends upon the directors intrusted with these affairs in the various districts. They not only receive an education in the public schools, but also learn obedience to the authority of the school room. The one thing we need to learn in Pennsylvania and in the United States is respect for duly constituted authority. That is the duty you ought to keep before you in training them for citizenship, and it can not be given too great attention or be too firmly insisted upon. If the child in the school is taught obedience to its authority, and to the rules of the school room established by the directors or the teacher, it will thus learn obedience as a citizen—and we shall have less trouble than we sometimes have now. It is most important that you stand back of a teacher, and see to it that the parents stand back of the teacher, in enforcing his mandate. It is very important for the directors to see that this authority is enforced.

There is another thing which I desire to speak of here. We should have in schools of the cities or boroughs one or more rooms open at night. We should provide good books and have the proper persons there to look after and direct reading and amusements for the young. There are many homes that do not throw about the members of the home those influences that make for good citizenship. There are many homes from which boys and girls go out evenings on the streets, get into bad company, and many of them find their way in the early years of life to juvenile courts. One of the most difficult things I have had to deal with these seven years since I have been on the bench has been the juvenile cases. Many of these boys and girls have not had the proper training, nor a proper place to spend their evenings. Harrisburg provides no such place. There seems to be no place provided for the young folks where they can go in the evenings and be kept from the influence of the streets. That is most important, and the money you will expend in furnishing these rooms will be money well spent, because it will train the children to be much better citizens than if left to go on in other ways. Sometimes the home is not to blame. I have in mind this morning a home where the father and mother were both obliged to work. They had two children at school. The father had to go to work in the early morning between five and six and the mother a little later as cook in a kitchen. The children were allowed to grow up, and go to school or not, as they chose. They got into trouble, and one of them had to be sent to Glen Mills. Now under these conditions the parents were hardly responsible, for they may have done the best they could.

I have probably gone beyond the proper limits of an address of welcome. You have, as I have said, a most important work to do. The honor and responsibility alike are great. Upon the way in which you discharge your duties depends the making of the citizens of this great state in the coming years. I believe you realize the importance of the work that has been committed to your hands, and I believe you will continue to perform it in the future as it has been performed in the past, so that from time to time the schools may turn out boys and girls better equipped for the duties of citizenship. As a state we have a proud record and we ought to strive to maintain that standard, if not to advance it. You are the citadels of Pennsylvania's greatness. You are in a position where you direct the education of the young people of the commonwealth, and upon the way you discharge your duties depends the success of the education of the children, and the money spent by you prepares the men who will later occupy the forts for this state. See to it that the forts are equipped with men and women as teachers who will impress upon the pupils the importance of educational ends. Another great thing is to get the teachers who can inspire the young with love of the state. I will never forget the teacher who first made duty inspiring to me. Teachers of that sort are invaluable.

I believe that the majority of the Pennsylsylvania teachers to-day are of that kind, and you want to see to it that the very best qualified persons are secured to train the young for these duties of citizenship. Hold the citadel, equip the forts and see to it that from them issues forth the type of these young people who have regard for everything that is good, and then you will have citizens in this state who will make Pennsylvania a greater and better state than she is to-day.

I trust your deliberations here will be pleasant and profitable, and that when you go to your homes you will have an increased interest in the duties assigned to you. Let us be faithful in the discharge of our duties that Pennsylvania, the Keystone State, may continue to be grand and great and glorious.

RESPONSE TO ADDRESS OF WELCOME.

Mr. J. Newton Rhoads of Reading was chosen to make the response to the address of welcome. He spoke as follows:

Mr. President, Judge McCarrell, Ladies and Gentlemen: On behalf of the school directors here assembled, it gives me much pleasure to respond to the hearty, generous and splendid welcome which has just been extended to us by his honor, Judge McCarrell. I can assure you, sir, that we appreciate and thank you very much for this expression of good will.

There are two circumstances connected with this occasion which make it one of unusual pleasure and of special interest to me personally. First, I have known Judge McCarrell for many years and have always had for him the highest regard and respect. No one was gladder than I when his merit and ability as a lawyer were recognized by his elevation to the Common Pleas bench of this county,—an honor which he justly deserved. Second, I spent practically six years of my life in Harrisburg and have many pleasing recollections of my sojourn here. During that time I became acquainted with many of its people and learned to know something of its hospitality, which I still find to-day. Harrisburg has become a noted convention city, not only on account of its location geographically, but also on account of its reputation for the kind, gen-

erous and cordial manner in which its officials and citizens welcome those who come within its gates.

We admire your progressiveness. The many beautiful buildings, both public and private, the many miles of paved streets, the construction of the Market Street subway, the erection of the Mulberry Street bridge, the extension of the Park along the river front for a distance of one and a half or two miles, the establishment of parks in different parts of the city, the beautifying of the river front and the construction of the Front Street and Second Street subway are evidences of the spirit that prevails. Therefore we like your city, and we like to come here. This is our Twentieth Annual Convention and this is the twentieth time we have met here. This, in itself, is conclusive proof of our attachment for Harrisburg.

Our program for this convention promises well. The speakers selected are capable to discuss the topics which they have chosen or which have been assigned them, and I believe that the results obtained will be beneficial to us all and that our stay with you will be not only enjoyable but profitable. Again, we thank you.

And now a word or two to the directors present. The aim of our convention is threefold. First, the betterment of ourselves as school directors; second, the advancement of the cause of education in the state, and, third, social intercourse. I am not unmindful of the fact that a full discussion of any one of these heads would consume more time than is allotted to an address of this kind, and I shall therefore content myself with briefly touching upon them.

I take it that we all want to be directors more than in name only. We do not desire to move along in the same old rut year in and year out, but we want to progress, to move forward, and I know of no better way in which that can be done than through the medium of the Annual Convention. There is not a convention held from which we can not gather some inspiration to make us better directors. Indeed, the topics selected from year to year for discussion have primarily that object in view. Of course, a great deal depends upon ourselves. We can not be good school directors if we are not interested in our work. No man can do the very best work of any kind unless he likes the work in which he is engaged. Without further discussing this topic I would commend to your attention an article published in the December number of the American School Board Journal by William E. Chancellor, Professor of Political Science of the University of Wooster, and formerly superintendent of schools in several cities, wherein this very subject is fully discussed.

As to the second head, the advancement of the cause of education in our state, I have this to say: I have just said this is our Twentieth Annual Convention. This completes the second decade of our existence as an organization, and it seems to me a most opportune time for us to take an account of stock, as it were, to see what we have done, what we are doing, and what we hope to accomplish in the future,—in other words, whether we have an apology for existing. When I consult the Century Dictionary I find the word director means one who directs, one who guides, superintends, governs or manages—specifically one of a number of persons appointed or elected under provision of law, having authority to manage and direct the affairs of a corporation or company. We are directors of the greatest and grandest corporation in Pennsylvania, and it is our business to see to it that we are faithful to the trust which has been placed in our keeping. We have no right to manage school affairs in any different manner from that in which we would manage our own business. The work in which we are engaged is a noble one; it is one of the greatest responsibility, and one which we should meet with an earnest determination to do our very best.

Third, social intercourse. This is a most valuable adjunct to the other two. We want to become more sociable. By doing so we will feel freer to discuss school problems, to interchange ideas and opinions on matters relating to our schools, not only in convention, but outside of convention, learn from each other how the schools in the different districts are managed, and gather from one another suggestions that will help to make us better directors and advance the cause of education.

In view of the fact that we have as our Governor one of the most distinguished educators in this country to-day, Dr. Martin G. Brumbaugh, a man who stands in the very front rank of educators, a man who is thoroughly conversant with and who in the past has taken a deep interest in school affairs, a man upon whom, if I have read his recent utterances aright, we can rely with confidence for aid and assistance in any undertaking on our part which will further the cause of education, let us resolve now, at this the close of our second decade, that we will work as school directors with this one object, namely—not in twenty years, not in fifteen years, not in ten years, but within the next four years to place the schools of Pennsylvania in the very forefront—far in advance of those of any other State in the Union.

At this point several vocal selections were rendered by the pupils of one of the seventh grade schools of Harrisburg which were heartily applauded.

Mr. J. Miton Lutz, of Llanerch, moved that, in the absence of the recording secretary, Mr. D. D. Hammelbaugh, of Harrisburg, be elected recording secretary for this session. The motion was approved.

The next speaker on the program was City Superintendent, C. S. Foos, of Reading, who made the following address:

WHAT'S THE MATTER WITH THE PUBLIC SCHOOLS?

Several years ago, when sick, my family sent for a physician. After examination, the latter said, "You must go to bed." I demurred. "Very well, then," he replied, "I shall not stay." In a word, in cases of illness, the physician is the diagnostician. In cases involving

feats of engineering, the engineer. In fact, in all phases of human activity, the man who has devoted his energies to the special line in question is the one, in my opinion, qualified to speak. Upon his knowledge, for better or for worse, the layman must depend.

The same principle should prevail in public education. As a school man you have asked me a question, and as a school man I shall endeavor to answer it, with proper consideration for the multitude of opinions that are daily thrust upon us.

Constructive agitation, I think, is wholesome and suggestive. Destructive agitation is not. In my address this morning I shall assume a somewhat positive and constructive attitude. In order to answer the query propounded it seems fitting, first, to determine the purpose, scope and function, not only of the public schools, but of education in general.

Our forefathers established public schools to banish illiteracy, to disseminate knowledge, to make communication among people more intelligible. They had one motive and that a worthy one. Purpose, function and scope did not enter into their calculation. As years passed, however, more complex social, industrial, and economic conditions caused more or less dissatisfaction with the work of the public schools. This unrest caused an agitation leading toward defining the purpose, scope and function of education and the part that public schools shall play in the work of educating the children of the nation.

Many people began to realize that, important though mental culture is, education is the sum total of all influences, and not of one, that react on one throughout life and that the function of education is not alone to banish illiteracy, not alone to disseminate knowledge, nor to prepare for social efficiency, but to prepare for complete living.

Now, if education is the sum total of all influences that react on one throughout life, and if the aim of education is to prepare for complete living, then sure enough the public schools have fallen far short of expectation, and here lies the suggestion for the solution of our problem. In the early days the reactive influences were limited, but each year the number of influences has increased; hence the necessity for broader education and the demand for more extensive work in the public schools or elsewhere.

The fundamental aim, as set forth by the founders of education, will forever remain the fundamental work of the common schools; consequently, mental culture must be the core of the course of study, and stand first to furnish the influences that react on the child; and since 80 per cent. of the pupils of the schools never get beyond the sixth grade, the fundamentals to promote intelligence and to banish illiteracy must have the chief place in the school room, and the work in these grades must not be lost sight of in our zeal for the 20 per cent.

Other influences, however, than the school room react on the child; hence it behooves the public schools to stimulate these agencies.

Education really begins with the cradle and ends with the grave, and should have two main purposes in view: to start the processes of thought, to teach one to think; in the second place, to teach one to do; in a word place the torch in the hands of the child that shall direct him through life; hence the necessity for other phases of education. It is not sufficient for complete living that a child should read, write, cipher and spell and have a smattering of other branches. The child should have physical development so as to be able to think clearly and accomplish the work of life with ease and satisfaction. Such work is evolving rapidly and with athletics adapted to the many as well as the few, as now is the vogue, and the elements of military drill, this phase of work will receive wider recognition. The child too should have a vocational insight so that, with a deft hand, he may train for an employment that will enable him to obtain the necessities of life; he should be instructed in civics, so that he may have loyalty for home and for country and intelligently participate in the affairs of his community, his state and his nation, if called upon to do so either as a citizen or as an officeholder; he should be taught the graces necessary to mingle with his fellows so that he may have social poise; he should have implanted the principles that shall instinctively teach him to think, talk and do the right, the pure, the true; he should have a glimpse of the beautiful, so that he may appreciate life and have æsthetic discrimination; in brief, know that a thing of beauty is a joy forever; and, notwithstanding the fact that the question that religion shall not be taught in the public schools is forever settled, he should have instilled into him the aspiration for the life that is more than "meat and drink," the life that is higher than the ego. Thus one might enumerate other phases essential in the development for complete living, but sufficient have been given, I think, to approach the question under discussion.

Each child as he progresses must merge into a complete individuality. With but one of these phases developed the individual will be incomplete, with all of them he will approximate complete living, and, if education is the sum total of all influences that react on one through life, the query naturally arises, Do the public schools meet the demand?, and if not, why not?

If the public schools shall do this work, the public schools must have the child twenty-four hours in the day. When we learn, however, that the child spends only 670 hours of 8,760 hours of each year in the public schools, and 5,000 hours of 184,000 hours between birth and the age of twenty-one, the solution is not difficult. In a word, too much has been imposed upon the public schools; and unless the child spends more time in the schools, other agencies must take a part in the complete education of the child. These agencies are the home, the church, civic bodies and the newspaper and periodical, and to me it is a significant and congratulatory indication of what is to be, to see that other agencies are awaking to their responsibility. In spite of the gruesome assertion that the American home is disappearing, I believe, that with the stimulus

of the domestic arts in the schools, the home will become even a more powerful factor in the complete development of the child. One need only to step into a modern school room and note the picture—thirty, forty, fifty neat, clean, inspiring children, disclosing a constant service on the part of mothers, away from the ebbing crowd, that deserves the highest praise. The American home is not disappearing; it is improving, and each decade will witness its influence more and more.

The church, too, will participate in this exhilirating work and depart from its traditional routine by establishing kindergartens, childrens' Bible classes, vacation schools, apart from the pedagogic and professional air of the school room. The church needs the stimulus of our influence for this work and we need the stimulus of the church. Civic bodies too are becoming the promoters of much that is desirable, when not dominated for the purpose of self-aggrandizement or self-exploitation.

The newspaper and periodical devoting columns to education and ever alert to support upbuilding influences are, beyond question, as powerful as the schools in their reactive influence upon the people, hence an essential agency in education.

The first point I make, then, is that the work essential for the complete education of the child must be distributed among several agencies. The second point is that there is too much exploitation in the schools. Tendency to make the school the forum for all fantastical and emotional theories is hampering the legitimate work of these institutions.

The business man says, "I know of no better means of advertising than through the public schools." The educator says, "I know of no better way of getting my name in the newspapers than by jumping into an educational convention and shouting, 'Geometry kills more children than typhoid fever.' Even teachers use the public schools as a stepping-stone for a business, a profession, or marriage. It is too a delightful experimental station to promulgate theories so that one may become prominent. It is a stamping ground for royal routes to knowledge. Through it many have passed from time to time; survived for a moment, and then perished. Quincy methods, the discarded speller, vertical writing, correlation, and what not have come and gone. And now we are told that the hope of the public schools lies in standardization. Still another cult declares that all the imparting of knowledge must come through the moving picture. Beyond question many of the theories evolved for the betterment of school work stimulate progress, but the harm lies in hysterical allegiance to one theory at the expense of the fundamental. Again, there is too much curriculum, too much text-book, and it is refreshing to note the upheaval against so-called "scientific" knowledge and the return to the teaching of the simple elements. The text-book and the curriculum are important but to teach children to *think* and *to do* regardless of the content of the source of study is vastly more important.

There is too much recitation, too little instruction, too little guidance, too little teaching how to study, and how to solve a problem, too much measurement and too little spontaneity, too much "pumping," and insufficient stimulation.

There is perhaps too little of the male element in the teaching force. Women as a rule without the responsibility of the ballot, have not the interest, nor have they measured up sufficiently, to train the youth for a proper participation in the affairs of the community. It is not my purpose to minimize the great work of the women in the cause of education, but if education is the sum total of all influences that react on one throughout life, then the civic influence should be direct, and we must either equip women with the ballot and thus arouse the desire for more civic knowledge, or more men should be in the ranks of the profession. To be sure, we must not forget that we are making an enormous demand upon teachers. We expect teachers to be experts in many lines and then remunerate with a laboring wage.

The public schools have faithfully done the work of each decade. The problem now is not to overthrow the public schools, but simply to add new parts and adjust the old parts; and, as I read a few days ago, what we need immediately is more "keen-brained, cool-headed" educators, "to readjust the disturbed conditions."

In my vision of the "new day" of the Renaissance in education, I see:

First: The school room as a clearing house for all agencies that participate in the uplift of the child. Here the sum total of all influences that react on him during the day shall be reported, whether it be while he is at play, at table, at sleep or at music lessons.

Second: The sessions of the school shall be continuous—perhaps twelve hours in order that those employed, as well as those unemployed, may come for additional training, and teachers and pupils alike shall work in shifts, and thus effect an enormous saving in building erection.

Third: The course of study shall be sufficiently comprehensive to embrace the fundamental needs of all children, whatever their occupation or aspiration.

Fourth: The teacher shall be more adequately prepared and more justly remunerated. The teacher shall be a more effective factor, for, after all, the success of the school depends, as I have intimated, not so much on what is taught as *how* a subject is taught; not so much on the information imparted as on the impetus given. Most men of affairs look back to some one teacher who directed them to the life beyond the crowd. The purpose, the scope and the function of the public schools are shifting, but, with the co-operation of all agencies, we shall from year to year better equip the boy and the girl to tackle the problem of life, study it with intelligent grasp, and solve it with expeditious facility, so that the citizen of the future shall be trained for complete living—for mental culture, for physical progress, for vocational initiative, for social poise, for civic enthusiasm, for moral awakening, for æsthetic aspiration, and for spiritual inspiration. The citizen of the future

will carry his message as has the citizen of the past, only in a different way.

To this end, fellow directors of Pennsylvania, we must bend our efforts. Don't become alarmed, we are meeting the exigency. How are we going to accomplish the end in view?

In that great struggle which we had fifty years ago, a committee came to President Lincoln and said, "Mr. Lincoln, when will this war end?" Mr. Lincoln said, "I do not know." One of the committee said, "Mr. Lincoln, will the war end this year?" Mr. Lincoln replied, "I do not know." Another member said, "Will it end next year?" Said Mr. Lincoln, "I can not tell you." Then another member said, "Well, if you are re-elected, will it end then?" Mr. Lincoln said, "I really can not tell you." And then one of them said, "What are you going to do about it, Mr. Lincoln? What are you going to do about it?" Mr. Lincoln answered, grand in his stature and spirit, "What am I going to do about it? What am I going to do about it? I am going to keep pegging away." That is what we must do, "keep pegging away."

Mr. W. H. Horner, of Dauphin County, continued the discussion of the question, What is the matter with the Public Schools? as follows:

After listening to the able address on this important question by Superintendent Foos, I am frank to admit that it requires considerable effort on my part to say something on the subject under discussion. What I have to say will be from the standpoint of my observation as a director from a semi-rural district. To my mind the greatest trouble with the public schools to-day is the lack of funds to enable school authorities to place at the disposal of our boys and girls the very best facilities and instruction incident to acquiring an education, at the same time not neglecting the physical development of the child. Some of you may no doubt say, Why not increase the tax rate to provide the necessary revenue? This might be possible in some localities, but in many districts taxation is already a burden to the people, and I know of instances where such action on the part of school boards caused movements for retrenchment among the people with serious results to the public schools, requiring years to overcome them. What the schools need is more money from the state.

In view of the fact, as already stated by Superintendent Foos, that eighty (80) per cent. of the children never get beyond the sixth grade, something should be done to overcome this falling off, as to me it indicates a weakness in our public school system. One of the ways to overcome this great evil is to provide better facilities, especially for our borough and township high schools, and thus arouse a spirit of enthusiasm and co-operation among patrons and children, the child looking forward to the time when he or she will be able to enter such high school. To this end schools should be centralized and local high schools provided for every community, regardless of borough or township lines. Vocational education as well as the regular high school course should be a part of the curriculum. Buildings should be equipped with a gymnasium and library, and an athletic field or playground of at least two acres should be a part of the plant, as the physical development of the child should have an important place in the school life.

Patrons' associations are important factors in bringing the home and the school into closer relation and helping to solve some of the perplexing problems which confront the school. Therefore the local high schools should be made the social centers for the community. Petty jealousies which sometimes arise in school districts composed of a number of small towns or villages are troublesome elements which often hamper the work of the school and seriously handicap plans for betterment. Closer supervision, especially in the smaller boroughs and township districts, is absolutely essential, and the one-room ungraded school should be eliminated so far as practical. The successful solution of these problems would eliminate many of the existing evils. These things might be more readily acquired under a county unit of school administration, with a small county board of education and the wiping out of borough and township lines so far as local high schools are concerned.

Then, it seems to me, that there is too much crowding in the curriculum, with the result that the work of the school is not thorough enough. More attention should be paid to the elements, thus equipping our boys and girls with a more practical business and industrial education. The speed craze seems to have affected the public school and I fear that we sometimes sacrifice thoroughness in our endeavor to cover territory.

All these things bring me back to my first statement and I repeat that, in my humble opinion, the greatest trouble confronting the public school to-day is the lack of funds. With a practical educator like Dr. Brumbaugh at the head of our state government, I look forward to the accomplishment of great things in the development of our public school system during the next four years, and as directors we should give our best service in carrying on this great work, laying aside any selfish motives we may entertain.

Andrew G. Smith, Esq., of Pittsburgh, was the next speaker, and his remarks follow:

I think that our president was just a little brief in his introduction. I wish he would have told one thing in respect to this speaker, and that is that he is a township school director, not one of your borough or city directors but a country school director. I was a city school director once. I had the honor of being a member of the school board of Pittsburgh, and I consider my present office quite a promotion, at least in so far as it affords me an opportunity for solving the public school problems. I would like to compliment those who preceded me as speakers, and I am pleased to say that they have said several things which, had I preceded them, I would have said, particularly Mr. Foos, but I am going to just criticise him a little bit for being a

little too complimentary to public schools. I would much rather say nice things about the public schools and it would be much more pleasant for the speaker and for the audience, that is, for the speaker to throw bouquets rather than bricks. I have taken this subject seriously.

I took it for granted that when the committee selected the subject, "What is the matter with the public schools?", they thought there was something the matter with them. Now, we know that it is not pleasant to have the public schools criticized or scolded from the outside—and perhaps if there was a little more introspection there might not be so much outside criticism. In other words, if we school directors would talk plainly among ourselves, we might make it less necessary for the criticizers on the outside to complain. We come here from long distances to this convention and it costs us time and money, and I think we ought to take it seriously. If you go away saying that you do not think the public schools are as bad "as Smith says they are," perhaps Smith may think the same. But let us get "right down to dots," as you call it. I think there is a great deal the matter with the public schools, and, worst of all, we school directors are the ones to blame. If I were to answer in a single sentence, "What is the matter with our public schools?", I would answer, "*School directors do not direct.*" We allow ourselves to drift into the rut of a repair committee of five members to get the building in shape. We levy taxes and employ teachers. The great thing for which school directors were constituted by the framers of our free school system of Pennsylvania was that they should be responsible for the direct educational system of the commonwealth, and the framers of the free school law were not fools when they provided for school directors. I agree with Mr. Foos that education is the sum total of all influences. Who is the better judge of influences, the school director or the school professional. It is not only a matter of law, but a matter of fact, that the school director is the better judge as to the kind of mental, moral and physical training needed in every community, and it is not right to turn our backs and leave the whole field to our school professionals, however competent they may be.

Let us for a moment inquire into the school work from the director's standpoint, if you please. Will you agree with me when I say that there are four fundamental requirements. The first is to prepare our boys and girls for the obligations and pleasures of home life and to permit them to live it while they are young. I mean to say that we ought not to allow the school life to crowd out the home life of the children. It is true that school life should be a preparation for complete living, but let us add something else—not only preparation for complete living but it ought to be actual living while going to school. The second is to prepare our boys and girls to live as members of an organized society, summing up in one word, citizenship, and to see that they live that life daily, and observe its rules and principles in daily life, and particularly in their school life and not wait until they graduate. The third is to prepare the boys and girls to comprehend and grasp the world's opportunities. The fourth is to avoid its pitfalls and resist its temptations.

Now, my fellow school directors, if we consider the educational requirements, who are liable to be the best judges of educational requirements in the community, the school director or the professionals? We ought not to turn our backs upon the educational side, but we should insist upon what the law originally intended, that school directors direct. If you ask the school professional what are the educational requirements, he will tell you reading, writing, ciphering, geography and history for eight years and then four years more of high school of the same thing extended into Latin, Greek, algebra and geometry, providing we can go to the legislature and get an educational law so amended that not one boy or girl shall escape from it. Just think of it—twelve years of the same thing! When you consider the kind of unnatural work we have forced upon our boys and girls, do you wonder that the word "mollycoddle" has been added to the American language. I want to emphasize this point further, the necessity of school directors directing. I think we school directors should bear the same relation to the professionals that a man does to his architect. When a man builds a home he considers the kind of a house he wants, he talks to his wife and neighbors about it. He goes around and examines other houses, and, after he decides what kind of a house will suit his needs and purse, he employs an architect to carry out his—the owner's—plans and ideas as an expert. This is proper, but we school directors do not do things in that way. We employ a man, and we say, "Mr. Architect, I have five thousand dollars; I want a house built, any old kind at all, I leave it all to you. I have no ideas at all. And what is more, I don't care." Suppose all people employed architects in that way. After while architects would organize and they would decide not to work after individual ideas, but that it would be much better to standardize houses. We will adopt a standard for a five-thousand dollar house, so that, if any one wants a five-thousand dollar house we will go to the desk and take out the plans for it. We would not have to bother at all about it. And see how grand it would be for the State of Pennsylvania!

If we followed this plan for a few years, the architects would be practically just like the school men. They would go into the legislature and get an act passed, and condemn those non-standard houses that the people insist upon living in, require every man, within a certain time to tear down his non-standard house and build a standard house. I want to say right here that I am absolutely sincere. This is not one bit more absurd than the position we have taken with our graded schools, which are actually trying to teach all our boys and girls to produce the same results—something which the Almighty, at least, never intended. If there is anything in the universe in which there is individuality it is humanity. If you want to standardize the streets and sewers do so, but please do not standardize

humanity. It is not the province of puny man to do that. Now, this absurdity has been direful in its results. It is absolutely wrong, it is unnatural, it is inhuman. There is no such thing in the world as a standard child. Every child is an individual child, differing from every other child and requiring different training, and I am going to say that, as a result of the school director's negligence, the standard schools of Pennsylvania are chargeable with much wrong and harm to humanity. I prepared something in the nature of an indictment, but I will not take time to prove my case. I will just read the counts of the indictment, and can prove that the schools are guilty on every count of the same.

In the case of The People *vs.* The Public Schools the standardized public schools are indicted upon the following counts:

1. Time is wasted. Children privately tutored often cover the essentials of the school course in four years instead of eight, with more general reading—sometimes including a modern language. The eighth grade—four year high school combination is the longest route to college with the poorest preparation.

2. Money is wasted. Time is money. The cost of useless detail and curriculum, plus bad methods may be placed at twenty-five to seventy-five per cent. of the public school outlay.

3. Individual initiative is crushed. This naturally results from machine-made public school methods of forcing the child to fit the school. This is not a matter of accident but of misguided intent. First primary teachers are regarded most efficient if they can, in the shortest time, twist or hypnotize the little tots out of their home ways so as to fit in as a mechanical part of the educational machine.

4. Enthusiasm for particular things is also killed, and the growth of individual talent is nipped in the bud. The result is the production of the standardized, platitudinous unknown quantity called its "average" child, rather than the education and development of each particular child. Initiative and enthusiasm have long distinguished the American in peace and in war. These great American traits will not long survive public school standardization.

5. After leaving school the pupil *drifts* into his life occupation from necessity or accident rather than choice or special liking. He may follow it faithfully but seldom enthusiastically, and in most cases "misses his calling."

6. Children are educated for clerical positions only. Things necessary, as drafting, designing, working with tools, studying and working the soil, studying and working machinery, cooking and sewing were, until recently, scarcely recognized, while things cultural, as music and drawing and modern language, are given but scant recognition.

7. The majority of pupils leave school with a dislike for the branches and things studied, and this is true even with good literature. "The schools have almost exterminated poetry," says one writer. Few pupils after leaving school will read a classic or poem, or find pleasure in reading books of history of biography. The sporting page of a newspaper is the reading matter most in demand by boys. Girls sometimes read the marriage license column. Perhaps if high school boys were compelled to study, commit and pass examinations in baseball without the opportunity of practicing—baseball might also be among the things disliked.

8. Children are mollycoddled. They are not taught to *think* and *act* for themselves but are fed upon the predigested thoughts of school book authors. Even with advanced pupils, the teacher's judgment is substituted for the child's judgment upon trifling matters of daily conduct; as leaving the room, getting a drink, etc. The standardized high school boy says, "Yes, ma'am" to the street car conductor.

9. Too often a child's home life is crushed out by the imposition of night work. Parents and children should not be deprived of the reciprocal benefits of each other's society. The education of the fireside is worth more than the schooling. Home making in adults presupposes home loving in childhood. The home is made a sort of penal adjunct of the school. The mystery is that we have so few divorces in America.

10. The nervous systems and general health of girl graduates are usually impaired and often wrecked; 80 per cent. lack physical vitality to be successful wives and mothers, even if their schooling permits them to have the inclination.

I do not believe in standardization, and I want to tell you we are not getting our money's worth. What we want is not to abolish that one-room country school that has furnished men who are leaders absolutely in every line. The one-room country school house is a proposition largely of "every fellow for himself," and teaches the children to depend upon themselves. The district which I have the honor to represent now is one-half rural and one-half city. We have graded schools. I want to say that it does not worry me at all to know that my four little children are at the present time attending a one-room country school in the Everglade section of Florida. The little one-room country schools are not nearly as bad as are the city schools. These school furnish the men, and the city schools furnish the mollycoddles. It was said by Thomas Jefferson that the remedy for the evils of Democracy is more Democracy and not less. Let us remove the outside interference from local school boards, place the responsibility on the people, and let them know that they are responsible in that community for the schools. The American loves his children, and wants directors elected who can educate them properly, and who can be relied upon just as much as when the system was established. But when you remove the director's power away goes the local interest. Do not take their powers away. Give them more power. While there may be some directors that will not respond, the number will not be large.

APPOINTMENT OF COMMITTEES.

President Boyer, before adjournment, appointed the following committees:

Nominations—Harry Yost, Reading; H. M. Lessig, Pottstown; Rev. J. C. Ransch, Allen-

town; W. C. Hosler, James G. Haye, Swissvale.

Necrology—J. Milton Lutz, Llanerch; Thos. Alexander, Braddock; L. E. Reed, Lackawanna; A. E. Burnaford, Wilkes-Barre; Rev. J. H. Umbenhen, Pottsville.

Resolutions—Titus M. Ruch, Hellertown; Charles R. Bates, Dauphin; W. F. Eberly, Altoona.

THURSDAY AFTERNOON.

THE afternoon session was opened at 1:30 o'clock with vocal selections by the children of the first grade of the Harrisburg Schools.

PRESIDENT'S ADDRESS.

The President, Mr. Harry A. Boyer, delivered the following address:

This is the twentieth meeting of the Directors' Department of the Pennsylvania State Educational Association. Would I be treating my gratification extravagantly, if I were to say that my heart fills with much enthusiasm when I look out upon this large audience of public-spirited men who are willing to sacrifice their time and patience in the interests of public schools? We have assembled here, men from all walks of life. I see leading members of the legal and medical professions; I see the hardy sons of toil in the mechanics, skilled laborers and farmers; I see representatives of that calling which comes from God alone in the clergymen who are present; and the backbone of our country's stability in the business men who are with us. Cosmopolitan in our make-up, but more than important in our obligations to the districts we represent.

We have selected a peculiar portion of public service as our political ambition, and in answer to the question so often asked, "Why do you want to be a school director?", this is my reply—I love children; their happiness is my delight; their success in any way or in any thing is my pleasure To walk along the streets of the city of Harrisburg, and have 50 per cent. of the student body call me by name, wishing me a "Good morning," "How do you do," or "Hello," even, makes my heart swell within me with patriotic pride, for in this innocent and childlike recognition I feel that my work is being appreciated by them, at least. They have learned to know me while in the discharge of my duty as a school director, attending to their many wants, and encouraging them in their little battles for more general instruction.

We are compelled, according to law, to furnish the grand army of boys and girls who are passing through the "glad season of life," "in the very May morn of their youth, when thought is speech, and speech is truth," with books, stationery, furniture, supplies and apparatus of every description; comfortable buildings, designed in conformity with stringent state laws respecting light, heat and ventilation, careful provisions being made for the safety of life and limb, through a far-reaching and complete protection against fire and panic; and the most effective sanitary arrangements, to safeguard health and to prevent the spread of contagious diseases. These, all these, are involved in the duties of a school director, to say nothing of sharing the extraordinary responsibility of the professional side of the gigantic undertaking. Are all directors confronted with the stern realities that exist in the city of Harrisburg? Do your constituents expect—demand, I dare say—that you, as directors, keep in your possession a magic talisman through the use of which you can perform feats of legerdemain that would make Keller, Herman or Lafayette appear like novices when your acts are accomplished? Do they insist upon your producing maximum results, at the same time complaining of a minimum taxation? Are you expected to keep in step with the progressive spirit of twentieth century instruction on the revenues derived from a mediæval tax assessment? Or, in other words, have you found it possible to provide for the backward pupil, gifted pupil, fresh or open-air facilities, manual training, domestic science, household economy, sex-hygiene, night, vocational, agricultural, parental and truant schools, libraries, museums, kindergartens, reading rooms, gymnasiums etc., in connection with all else that goes toward making an up-to-date common school education, on an estimated revenue that only partially provides for adequate and complete instruction in the three "R's?"

Go where you will, make any investigation you choose, and you will find in ninety-nine cases out of one hundred, that the people whom the director serves are very much asleep when it comes to a sound, business-like criticism of the workings of the school board. They look at the *mill rate* of taxation and make great complaint, never looking for a moment at the other side of the question—the assessed valuation, the source from which our revenues are derived, which is really the big bugaboo.

Here in Harrisburg our school tax rate is eight and one-half mills, on an assessed valuation of $49,000,000. But note this. Our teachers alone receive $271,295.50 or 5.54 mills; sinking fund, state tax on bonds and interest, $90,096.50, or 1.84 mills; janitors, $27,395, or .56 mill. This, as you readily see, allows the board but .56 mill with which to purchase all supplies, keep up repairs, establish new schools, provide additional teachers—everything else that goes toward making the ideal system that is the demand of the day. Our methods are supposed to be quite extravagant when compared with the city budget, which is builded on a nine and one-half mill basis. How foolish the comparison! The school district has but few sources of revenue, viz., taxes, state appropriation, tuition, and interest, the latter two items being very insignificant. The city has a host of liberal contributors in the licenses of many kinds, permits of every description, water rent, etc. So it can readily be seen that when one compares $474,467.15 received from all sources by the school district with $1,127,110.36 received from all sources by the city from April 6 to June 1, the comparison becomes absolutely ridiculous.

Now, what is the answer? "Mediæval methods can not succeed amid modern facts." Every public servant, with any sense of manhood and honesty, desires to be economical wherever and whenever he can. With such a man it is, "Gather up the fragments that remain so that nothing be lost." A director would be foolish indeed were he to load the taxpayers with an unusually burdensome tax, when he, as most of us do, pays taxes himself. You can not make me believe that the complaints so often heard come from the fact that the cost per pupil is too high with respect to instruction received, but it *does* come from the fact that the property owners are paying an eight and one-half mill tax rate. Now, why is this? I can and will tell you. The assessed valuation of property is criminally unfair and viciously wrong. Just think of the taxable property in a city like Harrisburg, with all the improvements seen everywhere you go, placed at $49,000,000. It should be at least twice that sum, if the spirit of equity were manifest. In a growing section of our city, well within the city limits, there is a plot of ground, ten acres in area, assessed at $1850 per acre. Quite near to this is another section of eighteen acres assessed at $1250 per acre; and then again comes fifty-two acres at $1500 per acre. You can not buy an inch of this land for less than $5000 per acre. On a portion of one of the above plots is a lot 126 x 190 feet, upon which is an old farm house that has been remodeled. This portion of the land, with its improvements, is assessed at $9300. With a little mathematics you will find that about one-half acre is valued at one-half the value of the entire fourteen acres, or a fair value ratio of one to six. Along one of our semi-important thoroughfares is a plot that is assessed at $7900. One of our city commissioners was asked not long ago the sum of $20,000 for this ground. I have another plot in mind, containing fifty-four acres, and it has been burdened with the alarming valuation of $27,000, or $500 per acre. Just one more, in the center of the city. A certain property has an assessed valuation of $11,375. I know it to be a fact that a second mortgage was recorded upon this holding, not so very long ago, for $20,000.

This is "looking through the glass darkly." On the other hand, the small property owner, the individual who has by thrift and economy accumulated sufficient money to buy a little home, is assessed almost full value, and in many cases more than could be realized through the sale of his property. The property of the smaller owner, as a rule, is valued by a far higher standard than that of his wealthy neighbor. It is no wonder that in their desperation they should attempt to stem the current, in ignorance of the impossibility of the task. Just here comes to mind Walpole's saying that "it is safer to tax a landed gentlemen than a wealthy landowner because landed gentlemen are like the flocks upon their plains, who suffer themselves to be shorn without resistance. Whereas the wealthy part of the nation resembles the boar, who will not suffer a bristle to be plucked from his back without making the whole parish to echo with his complaints." These people have a perfect right to complain about the condition which certainly does exist, but it would seem that all things should be taken into consideration and the responsibility placed where it rightfully belongs. The School Code is one of the most comprehensive and complete examples of codification in existence. It is wonderfully elastic in its provisions for better education. There are some persons in every community that will take full advantage of every opportunity that suggests itself in these provisions; but, unfortunately for the school director, every one of the "special" provisions costs money, and that is what I as a director find the very hardest to raise. These new functions mean fresh expenditures: and these expenditures mean increased taxes.

The only solution to this rather complex and annoying situation is the adoption of a fair and equitable assessment, on an honest business principle—state wide, if possible, for the more far-reaching its extent the more satisfactory the results. There is also need of a careful revision of the exemptions that are universally granted, and certainly a more practical and effective way of reaching the non-property owner, who enjoys all the privileges of a public school system, in many cases not paying a penny towards its maintenance, and at most only one dollar per year, in avoiding the payment of which he becomes the "artful dodger."

But one conclusion can be reached. The burden of taxation is being borne by the middle class. The extremely rich are escaping because the assessors seem to be afraid of large figures; the corporations are escaping because they are paying so-called exorbitant state tax; and the law offers a "soothing syrup" in the way of general exonerations. The "barnacles" of civilization, that element of humanity that gets everything in life, out of life, and through life by hanging on to something else, are escaping because they have nothing of value to assess. My idea is, that one of two courses be pursued, the object being to lower the mill rate of taxation. It seems to me that a full value assessment on land and improvements would be a logical and effective way to solve the problem. Another way, not quite so practical, but certainly more fair than the present system, would be to ascertain the earning or productive powers of the land, plus improvements, and assess the value on the basis of an investment bearing 10 per cent. interest. This plan has been in practice in some of the larger cities and from all accounts works out very well, for official documents tell us that "the class of property that escapes taxation most is the class of property that pays the largest dividends."

"Practically the general property tax as actually administered, is beyond all doubt one of the worst taxes known in the civilized world. It reduces deception to a system, and makes a science of knavery. It presses hardest on those least able to pay; it imposes double taxation on one man and grants entire immunity to the next. It is the cause of such crying injustice that its alteration or its abolition must become the battle cry of every states-

man and reformer. If we sum up all the defects, it will be no exaggeration to say that the system in this state is a dismal failure. After such criticism nothing more need be said. In comparison with this the view of the European scientists is moderate, that a cruder instrumentality of taxation has rarely been devised. And yet, notwithstanding all this criticism, our methods limp along almost unchanged. The logical plan for the immediate future with respect to corporations would be to tax them on their net receipts, or on a valuation equal to their stocks and bonds, for state purposes; and to tax them on their real property for local purposes. This, and this alone, satisfies the demands of scientific method and of practical policy."

I do not propose to take advantage of the opportunity this meeting affords for making it a clearing house of local ills, but I have another little matter in connection with our affairs that causes no little concern, namely, the question of auditing the books of the district. Before the passage of the code the city controller acted as the auditor of the district and performed his duties to the satisfaction of everybody. We were so well satisfied that the local school board went on record as being opposed to changing the system, by presenting a petition to that effect to the framers of the code. Our efforts were futile, and now for the result. The court appoints auditors who report to the court; the school board pays the bill. Under the old order of things the audit cost the district $600 per year, and was usually ready the day the year closed. Not a murmur; everybody satisfied. When the first bill, amounting to $574, was presented by the auditors appointed by the court, I, for a time at least, had misgivings and solicitude for the safety of the majority of the board, as the enemy was approaching and I viewed it with affright. Our common safety demanded a reform (spelled R-E-F-O-R-M). So we agreed among ourselves to carve this figure, and we did so by fixing a limit to the time consumed by the auditors, so that the maximum cost of the audit would not exceed $300. This arrangement was very unsatisfactory to the auditors, as they were both men of ability, one of whom receives not less than $60 per week in his daily vocation. Thus it can readily be seen that the School Code, in its provision for the auditing of school accounts in districts of the second and third classes by auditors appointed by the court, has worked a hardship to the school district, both in cost and length of time which it takes to complete the audit.

In very many cases the auditors appointed by the courts are not men familiar with the keeping of accounts, and therefore have had no experience in the methods used, especially in second-class districts. Their unfamiliarity with accounts leads them into many errors and into cumbersome methods of procedure. It is my opinion that this work should be done by expert accountants, or by an auditing company, and if the courts are to continue to appoint, the code should be so amended as to provide that only expert accountants, properly certified, or an auditing company, should be appointed. The state law demands certain service, fixing the salary for this service at a low figure; hence, why does not the state provide experts in this line of work, as they do in the other parallel departments of the state government? An expert accountant should be able to audit the accounts of the largest second-class district in the state in less than ten (10) days, and the cost would not exceed $10 per day. If this method were pursued, the annual report of the district could be filed with the Department of Public Instruction within two or three weeks after the close of the fiscal year, and not two or three months, as is now the case in many of the districts.

But I find myself encroaching on your patience. Continuing at greater length I may tire you. If I have called your attention to any point of interest, then I am perfectly satisfied. If these remarks have been tiresome to you, the only way to make amends will be to close. This, then, is my admonition: Let us cast aside the unpleasantness of our experiences by looking at our duty in this way—"It should be the work of a genuine and noble patriotism to raise the life of the nation to the level of its privileges; to harmonize its general practices with its abstract principles; to reduce to actual facts the ideals of its institutions; to elevate instruction into knowledge; to deepen knowledge into wisdom; to render knowledge and wisdom complete in righteousness; to make the love of country perfect in the love of man."

OUR NEEDS IN RURAL EDUCATION.

Owing to the fact that Dr. Charles Albert, of Bloomsburg State Normal School, had to catch a train, the program for the afternoon was changed, and the Doctor spoke at this point. His remarks were as follows:

Mr. President, School Directors of Pennsylvania and all the Common People: I want to acknowledge my appreciation first for the courtesy of Dr. Becht and the President for allowing me to have the first period. I must go home to-night. A man who many of you have perhaps known in this state, who came to us from the State of Maine, who died some four or five years ago, and who always gave us inspiration and advice and wisdom, said to me one time, "It is mighty discouraging to be a darn fool." And I want to confess to you this afternoon that if I were to say to you what is in my system, I am mighty afraid some of you would say he is "a darn fool." I have been approached since 12 o'clock by twenty-five, thirty, forty men, who told me to "go for him," and I want to confess to you that I wanted to, and one of my friends down here in the front row said, "Do not do it." But for a moment you will pardon my familiarity. In the past twenty-five years the school directors and superintendents have been mighty good to me in many ways. I have been allowed, if you will pardon personality, I have been allowed by the superintendents in the past thirty years to speak from institute platforms of all our counties but two, and I have been invited to speak in those, and I have gone into

some of these counties many times. I am not blowing my horn, but if I would say what I wanted to say, I would never again do institute work. This morning you gave applause. You won't give me any and I do not care whether you do or not.

For any human being to stand up in Pennsylvania to-day and defend the country schools is an outrage. For any human being to stand up in these years and say that all great men or any great part of them have been brought out of the one-room country school is more than an outrage. I challenge you here and now to name for me—now mark me, I am a "Country Jake"—I look like it. How many of you here were born in the country? Hands up! How many of you are now country school directors? I want to challenge you here and now or send to me by mail the names of women and men who were educated in the country schools only, who are at the heads of industry to-day in this state or elsewhere. I challenge you, with all regard for country people. Every country boy or girl has to come into the city school or to some other school for the finishing training to take a position or to take a job elsewhere, and you all know it. Would I abolish the one-room country school? No. Would I abolish all I can? Certainly! in order to give every country boy or girl the chance to be what God meant that they should be—and I challenge you. I wonder why the state appropriation was withheld last year from a certain district not a thousand miles from Pittsburgh? I am wondering why almost the entire teaching force resigned from a certain district not five hundred miles from Pittsburgh? You can solve that in your sleep to-night. What do country schools need? I can tell you in thirty minutes.

Since I was asked by your President to be here to-day, I have done much questioning of different people, and almost every one of them said to me some one of three or four things. One man said: First, all the country schools need better teaching, and then better teaching, and then better teaching. I am a teacher. With all due respect to my colaborers, with all due respect to you men as directors, yet the fact remains that the ordinary common country boy or girl has not been and is not now being given the chance in the country schools to-day that ought to be given them—and I will prove that to you now. I talked in the last two weeks with one hundred and sixty children, all past sixteen years of age, eighty of whom had never had a single teacher more than one year. They were in school ten years—ten teachers, a new one each year. Twenty-five of them had only one teacher in two years, the same one two years—nine teachers in ten years. Fifteen of them had teachers three years; only four of them had a teacher four years or more. This is a crime.

It is a crime, too, of you directors. I speak to you kindly, every word I say this afternoon will be constructive, not destructive. I do not want to destroy anything, I want to build up. I grant you that our state is a progressive one. I have been allowed in the last fifteen years to work in some eighteen states from Maine to Nebraska. You tell me why Indiana, Missouri, Ohio, Nebraska and Kansas are going at a rapid rate to centralize their schools, and putting them in what we call consolidated buildings. I saw in Indiana a school where each child in that community rides to school, if he wants to. Tell me, then, is your boy worth as much in the country life as the city boy is in city life? Tell me why in normal schools the average fifteen- or sixteen-year-old boy or girl from the country school can not stand up and read a paragraph and get any sense out of it? That is true. I have tried it again and again. Why, because they have one teacher one year and another the next.

To protect the public our schools must be consolidated wherever possible.

I will not say everywhere. Pennsylvania has to-day approximately forty-two and one-half millions of dollars in school property. We have about one and a half million children, 65 per cent. of whom are in the country outside of the cities of Philadelphia and Pittsburgh. We have thirty-seven thousand teachers, fifteen thousand school directors, two hundred superintendents. Does the money we pay in this state to these men pay? Nobody gets too much, understand. I say, "No." Because the work of the poor teacher falls far short of what it ought to be on account of improper environment. I asked a teacher to tell me about his school ground. It does not matter where it was, because I have corresponded with people in various counties. He said, "I went to school four years ago in my county, and I hauled away from the school ground five wagon loads of ashes. My boys and I pulled up ten stumps of trees left there from the time the ground was cleared." And then you tell me that a school ground with ash piles, stumps and mud holes is the proper place to educate children. Education is enabling the individual to become what he ought to be, to do what he ought to do, when he ought to do it, and whether he wants to do it or not.

The most important thing the country school of to-day needs is better teaching, better teaching, better teaching. And I would not disparage one bit the work now being done. Yesterday coming down in the train, I fell in with a director from Wayne County. He said, "Miss So-and-so in our school is doing mighty good work." Now, in one year she only begins to get that thing started. There should be more permanency of occupation. I know a man in Columbia County who has worked day and night for twelve years to make our schools better and they are better, but that man cannot do it all himself. Take our friend in Harrisburg. Does that man alone control and manage these schools? No, by no means, but he and his subordinates together do it. So in Lancaster, Scranton and Wilkes-Barre. A wise man said that every great city in the world has risen to power so long as it is fed by country blood, and the very year any great city began to fall was marked by the time it had no influx of country blood. To-day New York is deploring the fact that the influx of country men and women is falling off, and New York City is going to

decline from that very cause. To you men as country school directors lies the duty of doing for your boys and girls what you do for your cattle, hogs and sheep.

Several years ago I was invited to the lower part of the state and the secretary wrote to me and asked me what I was going to talk about. I said I was going to talk about the "Farmer's Best Crop." He wrote back and said, "What do you mean, corn, hay?" I said, "No, boys and girls, the farmer's best crop." And I talked to them about forty-five minutes. After the meeting he said he wanted me to meet Mr. So-and-so, the best farmer in our county. I met him and he wanted me to come up and see his farm. I told him I could not do it but I would come up and see it again. Later when I was going through that same country, I had some time and I walked back about two miles to that man's farm. I got there early in the evening and found him in the barn-yard, doing the evening chores. We shook hands. He was glad to see me, and said, "Wait a minute." He walked into the barn and brought out a colt. I looked at the horse and examined it, and I said, "Fine horse, got good blood." He said, "He is just coming five; I paid $500 for him when he was two years old. He can go now in 2.04; he will go about in 2.00 by and by, and later in 1.58. His name is Billy." I got Billy's pedigree, where he came from, the name of his sire, his grandsire, and his great-grandsire. Well I patted Billy on the back, then he put him back in the box. He said, "Come here." He showed me fifteen Holstein cattle and the very first cow inside the door was "Betty." I never saw a better cow. On the wall back of Betty framed in glass was Betty's pedigree back to ten generations. I said, "Some cow." "I can get ten thousand dollars for Betty any day I want to," he said. "I would not take it for her. There are five calves from Betty, all nearly as good as she is." Then he showed me some sheep. He took me to the hog pen and showed me the hogs. I met old Tom and got his pedigree. I met Billy, Betty and Tom, and about that time he said, "Come in. We will go in and have a little to eat." I went, and there stood the old farm dining-room kitchen, and there the table was just groaning with good things to eat. The father sat here, the mother there, and there were eight children. I think there were five girls and three boys. They never said a word of prayer before their meals. They did not have time for that. I did not ask them anything about it, either. Father helped our plates, mother and father talked some, mother and I some, father and I more, they never. If they wanted more food they backed up and got up, and having got up, they filled up, and then got up and left. I am telling you the truth. After supper, father and I sat at the hearth, made a little chip fire, and father and I sat until a little past midnight, talking about Billy, Betty and Tom, etc., how to make more corn grow on an acre, and about 12:30 we decided it was time to retire. I got up in the morning and we ate breakfast. The children were there and again they backed up, filled up and got up, and nobody said a word in the two meals. Nobody said, "If you please," "I beg your pardon," or "May I be excused." These children never said a word. I did not meet a single one of them. I met Billy. I had a formal introduction to him, and got his pedigree, but I did not meet a boy or a girl. Now, tell me, honestly, do you think that father was interested more in hogs than in his boys and girls?

My good friends—I have some directors, I think, who are good friends of mine—so long as you do that, so long as you think more about mere animals than you do about boys and girls, just so long your boys and girls will not be captains of industry. Now you clap as though you meant it. Go back and do it. I would like more school boards in this state to do something.

One thing more and I am done. Can any of you tell me what you think is the best school in the world? I believe I know. The best school in the world, I think, is the school for black men at Tuskegee, Alabama, conducted by that man of God, Booker T. Washington. I am going down there again in March. If you were there to-day you would find one-half of the students with their books, and the other half you would find in the shop-school at work. Everybody takes three days in the school at books and three days in the shop. Why is it a great school? Because that black man has solved the problem. He wrote to me and said, "You will come here on Saturday night. Sunday we want to do "so and so." Monday morning we will drive out to the Pine Tree School." I was down there two years ago last July, and I went out to the Pine Tree school. It is a school that Washington started himself with a single married couple who graduated from his school. After they were married, he said to them, "Look here, you are married now. You are both teachers; you both got your diplomas. I will give you a school." He built them an eight-room building, house and school, and established them there. He said to them, "This is your school for a year." And they have been there ever since. We got there in the afternoon about three o'clock. We found two boys at the wood pile, chopping wood. We found boys taking care of the cows, and others were doing various things. We went around to the house part and found that the wife had four negro children taking bread out of the oven. They baked as part of the school program. The boys learn to chop wood and do it properly, to take care of the cows and do it well, as part of the daily program, and they had thirty-two colored children.

You want to standardize schools along certain lines. Give the boy and girl a chance to go through primary and go to high school. You say you can not do it. You can not tell what you can do until you have tried it. Let me tell you a story I heard last year down in Georgia. A white farmer came to a public square with a great wagonload of watermelons, and stopped in the town to sell them. After a while an old negro came along, and the white farmer said, "Jim, I tell you what I'll do. There's the biggest melon on the wagon. If you eat that melon, you get it for

nothing. If you begin and can't finish, then you pay for it." Jim said, "Please excuse me for about twenty-five minutes." The farmer said he would, and Jim ran off down the street but came back in twenty-five minutes, saying, "I'll think I'll try it." The white man took the melon and cut it in half and Jim ate one-half. He cut the last half into two quarters and gave one to Jim, and Jim ate it. The farmer said, "You don't have to eat the last quarter, I know you can do it, but what did you go down the street for?" "Why," said Jim, "I had a melon down in my cellar just about the size of that, and I went down and ate that to see if I could do it." Now, some of you fellows are afraid to try. You say it costs too much, but in the name and for the sake of your boys and girls and mine, our children are surely as good as cattle, and surely as good as hogs, and you and I have not tried what we can do in our great state.

Miss Catherine Fahnestock, pupil of the Central High School, then gave a recitation, for which she was heartily applauded.

The President here introduced Governor Martin G. Brumbaugh, who made the following address:

ADDRESS OF GOVERNOR BRUMBAUGH.

Mr. President, My Friends: It almost seems a hardship on my part to be denied the privileges of being here with you as I have been in sessions of this convention for years past. I feel more at home with a group of school people than I do with a group of politicians, and it was a pleasure when the President of your association and your city superintendent asked me the other day to come down for a little while just to renew old friendships and talk a word to you to-day. You are no doubt as familiar as I am with the fact that the school directors of Pennsylvania constitute the largest elective body in the commonwealth, a mighty army of men chosen to administer the schools of Pennsylvania, and in the theory of our government, and the theory that is incorporated in your school code with which you are familiar, the control and direct management of these schools is left in a large way to the men in the several school districts of the commonwealth. You are chosen for the sole purpose of fitting the school system of that district to the needs of the people of that district. Now, the success or failure of the public schools always will depend upon the quality of the service rendered by the school directors of the several districts of the commonwealth. If you are good men, devoted to the welfare of the childhood of the state, you can have as good schools as you want in the townships, and in your boroughs, and in your cities; but, if you are bad, or if you have a white streak in your system, so that you have not the courage to do right when opposition arises, you are going to have a poor school system, and you are establishing in Pennsylvania now the quality of manhood and womanhood that will control here a decade, twenty, thirty or forty years from now, and the school director ought to administer his office with his mind constantly upon this thought. What will these people now being trained, be able to do when they become men and women in the commonwealth of Pennsylvania? And then, having thought that out, turn yourselves seriously to the task of giving these young people now the training and equipment that will make them serve well when they stand in responsible stations as you now stand responsible to the commonwealth.

Further, I want to say to you school directors that you have less law to guide you than any other elective body in the state. That is, you are not fettered by law. The things that you must do by legislative prescription are few and simple. The things that you could do, and that you should do, are the things which the community itself needs and requires. Now, there are two kinds of school directors. I am fairly familiar with them because I have lived with them. There is a kind that, in office, endeavor simply to satisfy the community's demands whatever they may be. If their demands are few and standards low, they seem to be satisfied to administer the school system along the lines of the public demand, and they let it go at that, and go out of office bequeathing to their successors nothing that they did not inherit from their predecessors. In other words, they stand still and so does the school system that they administer. While there is no law in this commonwealth to tell what ought to be done with such directors, I have an opinion of what I should like to do with them if I should ever get the chance. Now, the other kind of director is the man who takes public office with the feeling that he is obliged to serve; and, when he looks over the township, borough or city and finds the school system not what he wants it to be, he turns in like a real man and works to make the schools as good as they ought to be; and has the courage to levy an extra mill of tax, if it need be, and to stand up and defend himself and the school board against petty criticisms, and to say that he believes the thing for him to do is to work for the benefit of the childhood of the community, rather than the bigoted opinions of the few. I want to say that in the position of local director you have a good opportunity, and you ought to build your school system just as high and as fine as you can make the public sentiment of the community support you in building it.

Now, there are one or two other things that grow out of that that I want to take a minute to discuss. In the first place, if you ask yourself seriously the question, "Does it pay to lose a good teacher in your district because some other district offers her two dollars a month more, and you have not the nerve to give her two dollars a month more to stay where she is doing well? Why don't you keep your good teachers and meet them with an increase in salary rather than let them go? Why don't you, when your teachers are called away, or when they are offered an opportunity to get away, why don't you go to them and say, "Here, Mary Jones, you are doing fine work, your board appreciates it, here is an added salary of five dollars per month." If the school boards would do that you would be

getting fine teaching talent for your community, and getting back one hundredfold for the little amount of money it would cost.

I need not say to you, in the second place, because it grows out of that suggestion, that the real important thing in all of your work is your teaching force, and your business is to make it easy for them to do their work well, to support your superintendent of schools with absolutely loyalty and with absolute courage as your professional leader; and to make it easy for your teachers to carry out their professional ideas in spite of the petty criticisms that they so often get. On the large questions of the policy of the relation of the school system to the tax-paying community, on the erection of school buildings, on the problem as to the length of the term, there you should have much to say and much to do. But in the working out of the details of the schools, say to your superintendents and to your teachers, "That is your problem, and we beg you to exercise your professional judgment." When you have done that you have strengthened your system and you have helped immeasurably the standard of training given to the children, the boys and girls in the schools. Now you may see what I am thinking about, and you will come to the conclusion that while you are elected by the vote, you have to administer your office to the children. When you have done that and have any of the milk of human kindness in your soul, and are loyal to your commonwealth and to your community, you are administering this office in the interest of your children.

I have another thing which I would like to say. The school code which has been in operation some three or four years provides, along with other things, the teaching of the history of the Commonwealth of Pennsylvania in our schools. I want to ask you school men who are superintendents of schools that are here, and you directors, to go back to your communities and see to it that in some way you bring into the hearts of the children to-day a love for this grand Commonwealth of Pennsylvania. Make them understand its history and appreciate its life, and understand its purpose, so that when they become the men and women of this state, it will be impossible for them to be mean and low. When you have done that you have buttressed the bulwarks of our commonwealth. You have added dignity to the office of school director.

Somehow or other some of you do not seem to know that we live in the greatest old state in the Union. Some of us that know it don't say it. And I should like to have it right in the hearts of the children, whether bred here or from another state, or from another country. Let us teach them that to live on the soil of Pennsylvania is an honor, and teach them to try to be good men and good women, for if you have no state pride in your spirit, you will scarcely act as an officer of the state in a wise way. So I commend that thought to you for what it is worth, and it is one in which I have a great deal of interest. I have not discussed at this time, of course, the pending suggestions of school legislation. I think all of you know me well enough to know that when these matters come up they will be met fairly and honestly, and that any law that offers help or carries in it the hope of betterment for the children of Pennsylvania, I shall only be too glad to approve, and any law that has in it a trace of harm to the teachers of Pennsylvania or to the children of Pennsylvania I shall just as surely veto. Having spent all my life in this great work to which you are consecrated, I think you can safely rely upon my interest in educational matters to that extent.

Finally, I want to thank you for your courtesy here this afternoon. I wish you would all come up and visit me, but not all at one time, and you would all be welcome. Be sure of one thing, my friends, that as long as I am in the office in which you have placed me here at Harrisburg, I shall keep the schools of Pennsylvania very close to my heart and I shall try by every act of mine to add to the honor and dignity and glory of this grand Commonwealth of Pennsylvania.

SECRETARIES' ASSOCIATION.

At this point Mr. W. J. Flynn, Secretary of the Erie School Board, from the Secretaries' Association of Pennsylvania was given the platform for a few minutes. He spoke much as follows:

Mr. President, Ladies and Gentlemen: I am going to reward the courtesy of your chairman by keeping my promise, and saying to you just a word or two. There was organized in Harrisburg a year ago, previous to the meeting of this association, a new body known as the Secretaries' Association of Pennsylvania. It was brought together for the purpose suggested by its title, that of discussing the work incident to the office of the Secretary of the School Board, the business administration of the school district. The first meeting was for organization. Yesterday we held what was called the second convention of this association, which was really the first. It was devoted to the consideration of those important matters which have to do with the spending of large sums of money in the school districts of Pennsylvania. When you stop to consider, the interests represented by you men are large, as measured by money and responsibility. You can see that it is important that more attention than has heretofore been given should be devoted to the study, from a somewhat expert standpoint if you will, of the proper expenditure of school funds. So at the instance of the executive committee I have come before you for just one purpose, and that is to call your attention to the advantages of this new organization, devoted in a way to the same purpose as that here assembled, the cause of education in Pennsylvania. We wish to call your attention to the fact that, if you can see that it is a wise and proper thing to continue this organization, you can aid it by your moral support, and can help it greatly by the substantial support of delegating your secretary to attend its annual meetings. You are familiar, from the discharge of your duties as directors, with the fact that the work of superintending schools is steadily growing in

importance. We feel that a careful study should be made of this leading factor in the school work, and of the cost of education in general, and it is to this that we hope to devote ourselves with what ability we can. I think that you will look favorably upon the suggestion of sending your Secretary to represent you at the next meeting of our association. Our organization represents first, second, third and fourth class districts. It is true that the sums of money spent in these various districts differ, but, after all, there are certain underlying principles common to all, and we shall endeavor, in the arrangement of our programs, to devote time to certain districts and their needs. We trust that you will give this matter your favorable consideration during the year; and we are confident that we shall have at least your sympathy and encouragement in the practical work that we are trying to do.

SCHOOL ARCHITECTURE.

Hon. J. George Becht, Secretary of the State Board of Education, was introduced and delivered an illustrated lecture on school architecture. His preliminary and closing remarks follow:

Mr. Chairman and Gentlemen of the Convention: A little while ago the President of your convention and the program committee asked me if I would occupy about twenty minutes of this convention on a speech of my own choosing. It occurred to me that it might not be wholly uninteresting to talk on the development of school architecture in Pennsylvania during the last year, and I thought it might be even more interesting and profitable to translate the words into pictures, and probably increase your interest and hold your attention by showing you some pictures representing the progress of school architecture in Pennsylvania, and to those I shall add a few pictures showing some of the educational activities of the state. I have prepared this, and I think it can be run off in twenty or twenty-five minutes. May I say at the outset that during the past year there were three hundred and forty-nine new buildings and reconstructions and additions amounting to new buildings in Pennsylvania. I think there were one hundred and seventeen new buildings, one hundred and nineteen additions or reconstructions practically amounting to new buildings, and fifty-three new buildings of the smaller type from standard prints sent out by the State Department of Education. We are frequently asked why it is not possible to furnish standard prints for eight- or ten-room buildings. A word of explanation may make that clear to you. It is possible to draw the standard plan for a one-room building, and yet in view of the fact that we have eight or nine different types of one-room buildings we are asked frequently to vary them. As the buildings increase in capacity and the number of rooms it is much more difficult to make a standard plan. No community wants an eight-room building like any other, but all want a different arrangement. What we desire to try to do is to help the boards of directors gestions by sending them pictures, plans, etc., and furnishing them with blue prints of buildings that we know about. Then the board can take up the matter with a local architect who draws the plans, and they are then submitted to build the larger types of buildings with sug- to the architect of the State Board of Education, who sees that they comply with the requirements and makes any suggestions that he may think desirable, or may in his judgment make a modern, up-to-date, comfortable building. [At this point Dr. Becht started the illustrated part of his lecture, describing the views shown]. He said in closing: One word that I want to say in conclusion is that Pennsylvania has a widely diversified population, and widely diversified industries, possibly more widely than any other state in the Union, and, on that account, she has a larger educational problem than any other state. You can go into districts of Pennsylvania and find within the same district, in the same school group, at least seventeen different nationalities. Now, with this character of population our problem becomes more difficult than where you have a homogeneous population and where all the people around do a similar sort of work; and I submit to you, my friends, that Pennsylvania is doing a good school work, a work that is comparable to the work done anywhere in the United States. There are people who go up and down the Commonwealth of Pennsylvania deploring the fact that we do not have this, and we do not have that. As to every good thing in education that you will find anywhere, you will find in Pennsylvania at least something equal to it if not surpassing it. I think we have a right to say as Pennsylvanians that we are doing a good work in our schools. We have been just a little too modest about the fact, because somebody has exploited a nice educational system of theory somewhere, and we have felt at times that we ought not to say the things we are doing. The thing that we need to do is more of that. We have the germ right here, and what we need is a constructive policy. We need to put into our educational administration the things that will make for manhood and womanhood. The splendid scheme of education that we have in Pennsylvania, notwithstanding its critics, is serving the children. And in serving the children we serve our country.

Miss M. Virginia Black, of Wilkes-Barre, representing the State Teachers' League, was given the platform for a few minutes. She said:

REPRESENTING THE TEACHERS' LEAGUE.

You are going to hear more about teachers to-day than you have ever heard in the same allotted time. We teachers recognize that you directors give much of your valuable time from your several professions and vocations, that you are open at all times to criticism from citizens and taxpayers—and that your lot is not a rosy one. When Stoddard, the lecturer, was traveling through Ireland, he was accosted one day by a beggar, who, extending a hat, said in a piping voice, "Please put something in the American hat." Stoddard

looked in his keen way at the hat before he said, "Why an American hat?", to which the beggar patly replied, "Oh, because there isn't any crown in it." I am here—not to ask for a crown for the American teacher—(that would be the millenium)—but that the bottom of the hat may be made secure, the foundation perfected for future efficiency.

What is the foundation of the American schools? Is it the buildings? Is it the equipment? Is it the pupils? Is it the board of control? Down in your hearts and up in your minds you are saying, "Yes, you're right, it is the teaching force." For if all the teaching force were swept away—just for supposition—into Heaven, what would our buildings do to educate the pupils? And what could the pupils do to further education? Now, if only the *buildings* were swept away by some unseen force, the pupils and teachers could accomplish the chief end of citizenship. If both the buildings and pupils were conveyed to lands unknown the teachers would still have their vocation and teach each other. You see we have the habit.

There you are, ladies and gentlemen. Respect our appeal to listen to us, in a body or individually, and lend your support to us in our attempt to secure greater efficiency in actual teaching, in use of time, in conveyance of materials, in all ethical efforts put forth to save the state. Give us unselfishly your endorsement, your advice and your votes toward legislation that will assure us a prepared old age. We will have the old age, but we really need the wherewithal to take care of this approaching calamity. Leap year comes next year. Beware! You may lose some of your best teachers—not the old ones, either. But really, if we are efficient in keeping a school, we are very apt to keep well a home.

You allow good men and women each year to slip out of my profession because of politics or the dollar sign. Sometimes several board members really wish to elect a superior teacher but the majority do not see it that way. Locke says, "It is quite difficult for people who do not learn to do things, to judge of things when done by others." That's the reason we teachers do not presume to judge you directors, because we have never been directors.

This draining of efficiency from our ranks ought to stop for the sake of the state. Give your best consideration to us and we can and will return it a hundredfold, by improved health, real happiness, knowledge and self-control, which will be seen in their reflex action and impressions of your next generation of voters.

If the school directors of Pennsylvania would give one year's trial by raising the salary of every teacher receiving less than $1000 per school year to the tune of 30 per cent. advance—don't gasp, it can be done—the improvement in this old commonwealth would cause William Penn to sit up and take notice. He certainly must feel ashamed of his land and its results, anyway. Do you recall Dr. Claxton saying here two years ago, that "you need not expect better men and women in the next generation than the teachers you employ." That is not altogether true. But if a real teacher gives her best service during half of a life, she is likely to lose her health and thus becomes irritable and unable to smile, all because she it not paid enough to help her health by care and happiness. Frank Dempster Sherman wrote a poem for children. If you directors would hand it out to every teacher in your state the next class of voters—male and female—would be better, wiser, more prepared for living.

I smile, and then the sun comes out;
He hides away whene'er I pout.
He seems a very foolish sun
To do whatever he sees done.

And when it rains he disappears,
Like me he can not see thro' tears;
Now isn't that the reason why
I ought to smile and never cry?

In more than this is he like me,
For every evening after tea
He closes up his eyelids tight,
And opens them at morning light.

There you are. If a teacher has cause to smile and a real character behind the smile, and some school knowledge, you can't get a better teacher.

Come across that imaginary line and tell us you believe in us. You know we are building not alone to make "peace compacts," but to be "keepers of the peace." You directors and we teachers can make a strong pyramid of education that would be the envy of every other state in the Union, and we possess men and women of such caliber and character as would produce a like generation. Two years ago Dr. Brownmiller patly remarked that "there should be a method in teaching and also a method in the teacher that will cause the pupil to develop into a moral being." And I assure you this is the safest and surest mode of disciplining your boys and girls in the schools. It's the God-given power in every teacher that produces discipline in a class room.

What is the most essential object in the civic and social life of our state? It is a raw material which with a fair educational process will produce citizens who are patriotic, honest in their dealings, who can read, write and compute to the extent of first earning a living, which with 96 per cent. of our population is the main consideration; and second, that the citizens can discuss and study and perfect economic demands. Governor Brumbaugh has said that at a stated time 92 per cent. of our citizens could read and write, while 8 per cent. were illiterate. We now aim to add that 8 per cent. to the literacy of Pennsylvania. He further said that 88 per cent. of all the crime committed in our state is confined to the 8 per cent. of illiterates. Teachers are responsible for the subjection of crime to education. But the school directors are more nearly responsible—because you select the teaching force.

You directors are not good advertisers. You should be. You say the other professions do not advertise. But they do! The very highest in the ministry—even Billy Sunday, the superiors in law and the most advanced in medicine advertise by showing their efficiency in their respective worlds. So you, too, should

demonstrate your efficiency in the selection of teachers who will develop efficiently thinking men and women. And right here, will you consider the method of electing your force early after January first? One director said, "But think of the ones that are not elected." Yes, do think of them. They have a chance to go elsewhere. And the election need not become public until June. Each teacher could receive from the secretary of the board a notice containing the information of election or of non-election.

We teachers desire to serve in large terms. You acknowledge public school teaching as the builder of character of our men and women who are to serve in social, political and economic living. By this you see we do serve in terms of character and life. What we want and need of material things would, if received for daily use, make William Penn turn over and say, "Well, I'm right glad thee has awaked." If you consider the development of your children in ethical and vocational living of much moment, then the effort expended by the teachers to secure any kind of passing results is due a remuneration that in part pays for the doing. In failure or success you are responsible, not the teachers, for the highest up always bears the greatest responsibility. If you grant this, then look for the teacher that can make things go. When you make a division of your financial matters, make the amount for teachers' salaries for the year very much larger; then look for and select the best.

Another wish is to have smaller classes. Why? Less work? Oh, no, but more individual work! I had the very happy anticipation last September of doing wonders with twenty-seven children. But it was only an anticipation, for my superintendent gave me ten of the slowest, most backward and retarded pupils from the next grade. It was fatal to individual work. If I had had a child in that room doing first-grade work, I should have complained to the board of directors. Exactly one-third of the grade's time, which should have been spent in actual helping of very young children, was spent upon pupils that ought to have had a special teacher, and it is their right to secure the best in the public schools. You recognize that my own pupils received just two-thirds of their rightful teaching—they were attending school only two-thirds of the time. Much better for them if the one-third spent on the backward class had been given them out of doors!

We teachers ought to be given the courtesy and right of the board's and superintendent's rating of our work. Where secret rating is tolerated there will be poor work, because you do not have confidence in your force. If a teacher is doing what is known to be poor work, let her know your estimate, and if she be a real teacher, she will pull herself out of the rut. If she can't change her mode, then it's up to you to make a change.

I am going to hastily suggest what you in your power could give to us so as to insure for the pupils of the state a real workable education, for all that the teacher has she gives out to her class: A broad general knowledge; a careful comparison with other schools; free tuition in colleges for degree work; a leisure that inclines to social life—many teachers are too tired from large classes even to be civil—I have seen myself in such a state; an election of teachers based upon efficiency determined by directors and superintendents who are also efficient in their considerations; an education that in its preparation will make us glad to be teachers, for as a teacher studies and works she becomes so familiar with her line of work that she finds opportunity for further research work.

It is your bounden duty to eliminate from your force teachers who will not produce results. That will be the true salvation of our profession. What do we demand as efficiency? (1) Years of careful experience. (2) Three years of pedagogical experience. (3) Two years for beginners, spent under careful supervision. (4) A close co-operation in the work with those in charge by which I mean the superintendent and directors. (5) A leave of absence every seven years, for rest, study or travel. Good food to produce health. Poor salary does not assure such. We have now to be prepared to teach the three R's, etc. We have to correct bad habits formed in the homes. We are called upon to direct so vigilantly the pupils in crossing railroad tracks that these corporations have in the last five years had a splendid reduction in indemnity losses. As yet the corporations haven't sent us ten cents' worth of mileage. It is our duty and privilege so to instruct children as to prevent forest fires in order to protect the forests and the state's water supply. As yet the water companies have not offered us a five-gallon jug of pure spring water. We help organize parent-teacher associations to lessen the friction between schools and parents. Yet no irate parent, cooled down by this process, has offered us a spring hat or a plot of ground in the cemetery. We are devising ways to solve the problem of school attendance. We assume the responsibility of solving school retardation. We hope to arrange for pupils to remain in school until they reach the high school grade. We hope for a correlation of mental and physical tests. We desire more experience in regard to the relation of the entering age and the subsequent progress of the pupils, and whether promotion shall be semi-annual.

As to the Retirement Annuity Fund for the teachers of Pennsylvania:

Every soldier is appreciated and pensioned, as he should be; they went to the front for a comparatively brief time—not a life time. We teachers are at the front to protect the state from wickedness and to assist in preparing for the several vocations that make the state's health. The judge receives a maximum salary of $8,500 per year. At a 50 per cent. pension those men receive $4,250 per year after they retire. They are asked to pay nothing into such a fund; they sit on the bench to make decisions concerning the state's crime and wickedness. We teachers educate to keep the citizen out of jail. Ought we not to receive some consideration? We have small, very small salaries, and we can't save much. Many women support others besides themselves. I ask you, in all sincerity, to seriously

consider if your character does not impel you to keep your teachers in sound mind by knowledge of better pay and future protection? You know the air and work in crowded class rooms finishes a teacher very much earlier than the duties of other professions. A Retirement Law will partly offset poor pay, expensive preparation and the physical and mental exhaustion attendant upon such serious work.

During the last twenty years the preparation for teaching has increased 200 per cent. The demands upon teachers have increased 500 per cent. During the past ten years the cost of living has increased 85 per cent; wages and salaries in other fields have increased 30 to 50 per cent. The community demands of the teacher are more in personal expenditure than she receives. The purchasing power of $1000 now is slightly more than the purchasing power of $500 fifteen years ago. If a teacher received in 1904 $1000, she would at this time be actually receiving $693.76. In California the annual average teacher's salary is $918; in New York $813; in New Jersey $730; and they also have an average ten months' term. Grand old Pennsylvania drops to an average of $554 and an average of eight months' school. New Jersey has a State Retirement. It pays. We have a bill to present to this legislature that ought to become a law. The minimum salary law depends on you and your constituents to make it effective by an appropriation this year. Help the new blood to stay in the ranks and grow as you direct. Will you endorse the teachers that you select to *your* teaching corps? You need not be ashamed of your selection if you are honest in the selection. I think the majority of you do your best, but I beg of you to choose only the competent and then pay a decent wage for decent work in a decent district. I thank you.

THURSDAY EVENING.

THE regular session of the Association opened at 8 o'clock. The orchestra of the Harrisburg Technical High School gave a half-hour's concert, which was heartily applauded.

The first address of the evening was by Dr. J. P. McCaskey, of Lancaster, publisher of the Pennsylvania School Journal, upon

THE SCHOOL DIRECTOR IN THE SCHOOL WORK.

Mr. President and School Directors: You are public officials of a unique order,—without salary or fees—holding an office of high honor and grave responsibility. You are elected School Directors to serve for a term longer than that of any other officials in county or state save only the judges of our courts and our senators at Washington. You may be, and often are, re-elected term after term, succeeding yourselves indefinitely, so long as your grateful constituents feel that they canont afford to lose, for their children and for themselves, the benefit of your expert and vigilant service. This wise provision of the laws is meant to secure and retain for the schools all that wider knowledge, increased efficiency and deeper and more devoted interest which experience in and familiarity with the duties of his office should always insure to the ideal School Director.

In the wide range of your official duties you are the men who determine what schools shall be opened under the law in your respective districts and whether they shall remain open longer than the minimum term required by the law. You decide what the buildings shall be, where they shall be located, what their equipment and furnishing, from the desk of the pupil to those silent but effective teachers, the pictures on the wall, whose value is so little appreciated. You determine the lighting, the heating, the toilet arrangements for comfort and for decency. You levy and collect the taxes needed. You adopt the text-books to be used and the courses of study to be pursued, matters of grave importance upon which so much may depend. But, greatest thing of all, you choose and elect the teachers who are to make good all this investment of money and time and thought and life, and without whom it were all a dead machine. Some of these teachers may be worth zero or a minus; others in large number may pay five or ten per cent. upon the investment; some few fifty or a hundred percent. or more; now and then a loving, unselfish soul, inspiring in every touch, born to teach, always learning, thinking little of pay and nothing of tenure of office, preaching the high gospel of wonder, and living the high life of discipleship and reverent service to the Master—he or she, will pay a thousand, ten thousandfold return upon all monies received for service rendered. Angels such teachers are in the ways of men. And they don't know it! They just go on with the day's work like ordinary souls, leaving it unconsciously for after times, when their pupils who have come to know the priceless value of life in childhood and youth in such an atmosphere and in such companionship, out of the undying gratitude of loving hearts, rise up to call them blessed. God will surely bless all honest workers everywhere. But these rare teachers, "he hath anointed them with the oil of gladness above their fellows."

To you chosen men, elect of your various communities for moral and manly worth, for business efficiency and integrity, for scholarship, for common sense in practical affairs, for active, intelligent and unselfish interest in everything that may contribute

to the better life of the community, for devotion to the best good of the boys and girls in the schools—to you confiding parents have entrusted the general oversight and direction of the education of their children. It is a high duty and involves far-reaching responsibility—how far none can tell.

Teachers and pupils soon come to know the true School Director as a friend, to believe in him and to have affection for him, to be glad when he comes and sorry when he goes—and he cannot come too often. The things he talks about they remember; the story he tells or reads to them many of them never forget; the pictures he puts upon the wall hang always in the pictures gallery of memory; the trees he planted they recognize as his trees after a generation has gone by. It is human to enjoy going where the ready hand of the teacher and the smiling eyes of all give glad welcome. What good man who has come to realize what it is to be a good School Director would forego the happy rewards of worthy service in this blessed field? We had in Lancaster in 1849 and 1850 and for some years later in our School Board some of our leading clergymen, physicians, lawyers, and other citizens of scholarly tastes, public spirit and business ability. Thomas H. Burrowes, the great organizer of the School System from 1835 to 1838, was one of its members. That was 65 and 66 years ago. Some of these men were frequent visitors. They always talked to the School, and we boys were glad to see them come. We had also two or three great teachers in that grammar school and in the high school—H. W. Gilbert, John S. Crumbaugh, and E. E. Higbee, afterwards our revered State Superintendent of Public Instruction. These teachers and these school directors gave thought and outlook, bias and purpose, to my whole after life, and I am grateful to them beyond the power of words to tell it.

In the complex relations of life which exist between you and your schools (the children their parents have put under your care) you must influence, for Time at least, whether you are conscious of it or not, many things that have to do with their well-being or their waste of life—and it is first-hand direction and influence in so many ways. Does this influence of Time go on into Eternity?

I tried to have boys think so when I had the privilege of living with them for fifty years in one of our Lancaster high schools. During the last ten years and more of that time we learned by heart that we might know them "in the dark"—and I did the same work here that I required of the boys—some of the best prose and poetry in the language. We could, I suppose, have spent the entire day without a book, reciting good things from memory, from the Bible and elsewhere, for our mutual enjoyment of them—and I use the word enjoyment deliberately. This is the best means of fixing attention, of suggesting and familiarizing the best thought in its best expression and of molding taste and character in school boys that I have ever known. So say also our old boys, as I meet them and in their letters. I say this, in passing, to introduce this brief and pertinent paragraph that every boy in the high school in those days know as well as he knew his name:

"We see not in this life the end of human actions. Their influence never dies. In ever-widening circles it reaches beyond the grave. Death removes us from this to an eternal world. Time determines what shall be our condition in that world. Every morning when we go forth we lay the molding hand upon our destiny, and every evening when we have done we leave a deathless impression upon our characters. We touch not a wire but vibrates in eternity—we breathe not a thought but reports at the Throne of God. Let youth especially think of these things, and let every one remember that in this world, where character is in its formation state, it is a serious thing to think, to speak, to act."

In this view of the tremendous future that lies before each one of us, life in the present world is but the primary school stage of the endless life upon which we have entered and must influence mightily its next stage and all that are to follow. In this view also the School Director stands in the school work as the potent factor among them all. He is the agent putting all others into action, and in a sense responsible for them and for their work. Through the teachers and supervisors whom he employs and the environment of the schoolroom and the play-ground which he provides, therefore, his influence upon the character and destiny of the pupils under his care and upon that of their descendants—it may be for generations—assumes measureless reach and importance. For "in teaching the boy we are often teaching his grandchildren."

To many people who regard only the surface of things your office of School Director may seem of no great importance, requiring little time or attention, and your work such as can easily be done by almost any one. But to the man who looks deeper than the surface, and can estimate more nearly at their value the really great factors in the better life of the community, you are doing—along with the Church and the Home—the most important work of the

commonwealth. The theory of the school law is that the child is the most valuable asset of the State: that "the child is father to the man," and therefore his proper education in early and later childhood and youth should have constant and most thoughtful care. "Train up a child in the way he should go and when he is old he will not depart from it." We hear the voice of Wisdom speaking through the ages, and we would obey—all of us.

While the Director stands in the background, the source of all authority, the teacher is in the forefront of the work and far outweighs all other direct agencies whatsoever, for "it is the teacher that makes the school." The conscientious and intelligent Director regards it his privilege and his duty to search for good teachers as for hid treasure, to secure such teachers for the children if possible, to pay them well, and to elect those of tested merit and proved fitness for a term of years if they are willing to make such agreement.

Time was, in the early history of our school system, when men monopolized the work of teaching, and the schools everywhere in Pennsylvania were in their charge. But the situation has changed, and now the schools, especially in the towns and cities, are almost exclusively in the hands of women teachers. Normal schools and other training schools are crowded with girls, and this unnatural and unfortunate disproportion of the sexes is sure to become greater in the near future. Of course, every one knows the fitness and excellence of a large proportion of the women teachers —some of the best we have ever known have been women. But the need of more men is imperative, urgent—good men of broad and liberal scholarship; able men who know and love literature and science and music and art; skilled men in the lines of manual training and industrial work; gentlemen in every sense of that good word "who love God and little children," and who are born to be leaders among their fellows. These men of common sense, and fine academic training on the best lines, should be induced by every means possible, to take up the inspiring life of the school room at good salaries, with the familiar tenure "for life or good behavior," and in comfortable and attractive homes provided by the district.

Home for the Teacher.—This should be one of our strong lines of progress in the early future. In some parts of Europe the teacher's home is not at all uncommon. It is regarded as a matter of course, like the parsonage of the clergyman. It is new with us, but already from the more progressive. West, mainly from the Pacific Coast, three or four hundred such homes are reported within the past few years. This number should increase rapidly, and Pennsylvania should soon be "in it." Think of a teacher like "Domsie" in the Bonnie Brier Bush, in such a home, with his molding influence upon the thought and life and character not only of his pupils but also of his friends and neighbors who come within the sphere of his influence.

Good school houses are found almost everywhere in Pennsylvania. But where is there a home for the teacher or principal, a spacious and attractive and comfortable teacher's house in connection with the school building? This would be an additional reason why a married man of good scholastic attainments, of culture and power, should come and make his home in a locality that needed him—and what locality does not need such a man?—and remain there perhaps for a life-time. No manufactory in any community can match its schools in importance. Get the best foreman, and make it to his interest to become a dominating influence, perhaps the strongest and best in the life of the community. A competent head of a good school is worth large pay per annum, and a suitable house for him to live in should be rated a mere bagatelle in the item of salary. We recall how that far-sighted school man, Dr. Thomas H. Burrowes, used to urge the "home for the teacher" sixty years ago. If there were thousands of such houses in Pennsylvania it would mean benefit to our school interests that is simply incalculable.

What district will set this good example and here point the way to better things, thus retaining, often for a long life of increasing usefulness, the best teachers among the men of the State in the best work of the State? What school district, or what man, will build the first such home and instal in it a high-grade man as teacher? Though the house were the best in all the district it must be of infinitely less importance than the right man living in it. Good teachers are all too few everywhere, and to be held always at a high rating. But the ideal teacher, the man of courage, devotion, ability, reverence, scholarship, true insight and wide outlook—following afar the teacher of Galilee who "came out of Nazareth"—his work is for eternity even more than for time. Build him an house! Hold him as your most valued treasure. Lose him only at death. For with him is the secret of the higher life, and in him will your community find blessing for generations.

The Curfew.—The Curfew is steadily growing in public favor. It is an effective means of getting boys and girls off the street at night, and so is in the interest of

good morals through the formation in youth of good habits of life. During the past year a number of towns in Pennsylvania, larger and smaller, have enacted ordinances requiring those under sixteen years of age to be at home after a certain hour in the evening. This is usually 9 o'clock, though 8:30 from October to April would, we think, be still better. Every evening the bells are rung or steam whistles blown fifteen minutes before the hour named. How many of us know that Pottsville, Steelton, Lewistown, Lancaster, York, Tamaqua, Ambridge, St. Clair, Schuylkill Haven, Swissvale, Braddock, Rankin, Edgewood, Turtle Creek, Chester, Mahanoy City, Wilkes-Barre, Shenandoah, and other towns in the State, have the Curfew ordinance on their statute books? Solely in the interest of good morals it has been adopted in hundreds of towns and cities throughout the United States. The Legislature of Pennsylvania has enacted a compulsory education law. It could do few better things than to enact a compulsory Curfew law.

So many boys and girls are ruined by habits of wrong-doing acquired early because no one looks after them to have them do well. They go down to seemingly hopeless death by thousands and tens of thousands. They are wanted everywhere that dens of vice may have their victims, that the curse of drink and other evils may be perpetuated, that human vampires may flourish for a time, making blood money out of their ruin. How many of these men and women there are in every generation who pray to Satan rather than to God, "Thy kingdom come! Thy will be done."—doing their evil deeds under cover of the darkness. The Curfew will always mean salvation to some—it may be many, it may be few—but any will be infinite gain.

Boys and girls go wrong through impure imaginings, a longing for companionship, desire for adventure, intense curiosity often in evil directions. The Curfew would, for the time of greatest danger in the twenty-four hours of the day, throw the bars across their downward road, and send them home, away from the temptations of the street. "Flee also youthful lusts," says Timothy in the greatest of all books on pedagogy, the New Testament, "but follow righteousness, faith, charity, peace with them that call on the Lord out of a pure heart." "Lead us not into temptation, but deliver us from evil," says the Lord's Prayer. The Curfew would make it easier for many to obey both the injunction and the petition.

Not long ago I heard a venerable bishop, as he passed down the line of young people who knelt at the chancel rail, laying his hand reverently upon the head of one candidate for confirmation after another, repeat the prayer of the ages; "Defend, O Lord, this thy child with thy heavenly grace that he may continue—that she may continue—thine forever, and daily increase in thy Holy Spirit more and more until he come—until she come—unto thy everlasting kingdom." What virtue in this sacred rite may come to these young people? They are gaining strength in ways that lead upward into everlasting life. Where go their brothers and sisters of the school of the street?

The conservation of our forests, of our water-power, our mineral deposits, our fertile and productive land areas and other material interests is urged to-day as never before—and rightly so—because the value and importance of these things is felt and recognized as never before. What of the conservation of our children—our boys and girls? Care for them is properly the first duty of those in authority in any community. Can the Board of Directors of any school district—where there is a town whose moral atmosphere would be improved by the Curfew—do a better thing for their neglected boys and girls now and hereafter, as a permanent preventive of evil and safeguard of morals, than to secure its prompt adoption?

In Lancaster when this ordinance was under consideration, every clergyman in the city favored it. It had the support and approval of all our churches, and our various humane, charitable and other societies and organizations that have in mind the moral uplift of our people. Hon. Frank B. McClain, our newly-elected Lieutenant-Governor, was Mayor of Lancaster when the Curfew was adopted. He did not at first favor it but later became convinced of its value and of our need of it, and did much towards its adoption and enforcement. He is enthusiastic over its practical results, and commends it to every town in the state.

May I not appeal earnestly to you members of the Board of School Directors throughout Pennsylvania to do what you can for the Curfew in every village and town and city whose schools are under your direction and control. If any Director, or other man or woman interested, wishes to have a full account of the Curfew campaign in Lancaster I shall be glad to send to him or her the September number, 1913, of The Pennsylvania School Journal, which contains twelve or fourteen pages that may be of value in securing such an ordiance. I printed a large edition of this issue so as to be able to send it where wanted, and without cost to any one desiring it. It has

been called for widely, and I have two or three hundred copies yet within reach.

County Board of Education.—The recent extended report on Rural Schools by the special committee appointed at the Pittsburgh meeting of the Pennsylvania State Educational Association in 1913, which was presented at the Harrisburg meeting of the Association in December last, State Supt. Nathan C. Schaeffer, chairman of the committee, contains a number of recommendations on progressive lines, among which is the following:

That the county unit of school administration be adopted so far as feasible, including county uniformity of taxation for school purposes, and that a small county board of education be elected at large with the following powers: 1. To levy a county school tax. 2. To elect the county superintendent of schools and his assistants. 3. To have general supervision of attendance officers throughout the county. 4. To furnish supplies at the expense of local boards, when they fail to do so promptly. 5. To fix the boundaries of local school districts regardless of township lines, and that all other powers now conferred by the school code upon local authorities be exercised by local boards.

For years there has been little improvement in the schools of hundreds of townships in many parts of the State, and little can be looked for unless impulse and incentive come from without and authority from above. This County Board would put men of better public spirit and greater intelligence and efficiency in charge of the rural school work than are now found in many of these backward districts. It would equalize the taxes and the school advantages throughout the county. All townships would have the same school term. It would enable many school houses to be so placed, without regard to arbitrary township lines, that they would better meet the needs of the children who must now walk long distances to reach the proper school in their own townships. It would aid in the more effective consolidation of schools. It would be more favorable in every way to the administration and supervision of the schools. And it is the only way that our most thoughtful and intelligent leaders in schoool affairs suggest to improve in not a few localities, the present unsatisfactory and too often almost hopeless conditions.

This County Board looks forward to new and better things, and so, like every other step in the history of advance in our school system it is likely to encounter bitter opposition. The school system itself was vigorously opposed. The Normal School law for the training of teachers passed the Legislature by a single vote. The laws for school supervision, for increase in length of school term, for increase in amount of state appropriation to schools, for almost anything and everything in the way of progress, including the school code with State Board of Education and much besides—all of them have had the same experience of hostility and opposition. So no doubt it will be here, but the County Board of Education should soon become a factor of recognized efficiency and value not only in the several counties but also in the state at large.

Let us look for a few moments at the hostile situation in 1834, when the school system was adopted. Samuel Breck, of Philadelphia, who was born just before the Revolutionary War of one of the best families in Boston, was liberally educated in Massachusetts and in France, was a member of the House of Representatives from Philadelphia when Daniel Webster was in the Senate at Washington, with perhaps as wide acquaintance with the noted men of his day in this country and abroad as almost any other man in public life. He had himself elected to the Legislature of 1834 at Harrisburg for one year, with the sole purpose of securing the passage of a bill for the establishment of a public school system in Pennsylvania. He was made chairman of the committee on education. His purpose seemed a good one to his fellow members though most of them were little interested and had no thought of its far reach and great importance. He was a gentleman of fine courtesy and pleasing manners, and he so handled the situation that his bill met with little opposition when enacted into law. The fight against it came later in the year 1834, when the political demagogue, seeing his opportunity, aroused the state with the cry of "heavy and unjust taxation," and the Legislature of 1835 came to Harrisburg determined upon the repeal of a law so unfair as to tax one man's property for the education of another man's children!

Thaddeus Stevens, who was then a member of the House from Adams County (Gettysburg), by his convincing argument and his thrilling and eloquent appeal, shamed his fellow members out of their purpose to remove this law of so great promise from the statute books. In his old age he spoke with satisfaction of this as the most effective speech of his life, for it saved the new school law in a legislature elected by a large majority upon the issue of its repeal, and when repeal seemed inevitable. I knew Mr. Stevens, and, though he was not the best, the most attractive, or the most remarkable, he was the mightiest man I have

ever known. During the Civil War in his old age, he was second only to Abraham Lincoln in influence at Washington. It has been well said of him that "he was the House of Representatives" during these momentous four years. By his singleness of purpose, his broad grasp of the situation, his tremendous intellectual force and will-power he broke down all opposition there as he had done thirty years before here in Harrisburg and always for the common weal. It was well done, Old Commoner! The State owes you much—the Nation vastly more. From 1835 to 1838, Stevens, Burrowes and Ritner were known as the "triumvirate of Pennsylvania," and not anywhere in the history of the state can three men be found more devoted to the cause of general education than these three men.

It has been said that, if Pennsylvania had been without the saving influence of her public school system for the twenty years preceding the war, she would have been a border state of divided sentiment, there would have been no Gettysburg, and the government at Washington would not now be in existence. How that may be, no man can tell.

In the school world the personal factors are the parent, the child, the teacher, the supervisor and the school director.

Let us look for a few moments at the child. Not long ago I was attracted by a bright little one who had begun to walk and was beginning to talk. There she stood, or toddled about from hand to hand or chair to chair, utterly unconscious of the wide range of wonderful things known to those about her, and the infinitely wider range of greater and more wonderful things all about them of which they knew no more than her little self. Everything was in miniature, eyes and mouth and ears and hands to the tiny finger tips, the human form in every detail, needing only the growth of years to become the fully developed physical being. The sudden thought startled me: "Is that the size of your soul this day, Baby?" Even so. The physical body is but "the house we live in," and takes its form and seeming at every stage of its development from the regnant soul, the spiritual man within that controls and dominates the physical, that thinks and feels and sees and learns and knows, that loves and serves and remembers, that dreams and hopes, that weighs nothing whatever upon the scales where material things are reckoned, that—with the right heredity behind it and the right environment about it—has grown to be Moses or Socrates, John or Paul, Confucius or Savonarola, Aristotle or Shakspeare, Luther or Lincoln. There stood the little one smiling! I thought of the Master when he said, "Suffer little children to come unto me and forbid them not, for of such is the kingdom of Heaven." And again when he said—it is so recorded by three of his disciples—"Whosoever shall offend one of these little ones it were better for him that a millstone were hanged about his neck and that he were drowned in the depths of the sea." "Whosoever shall "offend"—what of him that shall destroy? The one reason that I see for the creation of this world is that immortal beings may come into existence upon it in God's time and in God's way. After millions, perhaps billions, of years of preparation his time is now. And his way is through worthy parenthood, which thus becomes the highest privilege of Time. "Children are an heritage from the Lord," says the Psalmist. Let us at home and in the schools—as parents, teachers, superintendents and directors—see to their training and discipline as if we accepted this supreme rating.

Long ago I had a vision that has never faded out of my life. It has been to me an inspiration for many a year. In the wonder of the early dawn of a day in early summer, on a railroad train as it sped eastward, I was in the spirit of the hour and seemed in the poet's world. Off in the dim light toward the sloping hillside some horses and cattle were stirring, and a little creature much smaller than any of them, a moving dot in the morning landscape, was passing about from one to another, rousing up those that had not yet risen, and getting them together with the evident purpose of driving them to the barn. In that small moving figure they recognized their master.

He little dreams, that child, that he is the head and crown of the material creation about him; that for him the round world was made; that for him the sun was hung in the heavens, a flaming sphere equal in size to one and a quarter millions of worlds like this on which he drives the cattle; that for him, in large part at least, the vast solar system was planned and brought into being through billions of years, across which the light of the sun that comes to us in eight minutes is eight hours in passing; that for him sea and land exist in right proportion, that for him the axis of the earth was tilted at the proper angle for the necessary change of seasons in the round of the year; that for him the seven-stringed harp of light makes beauty of color as the seven-stringed harp of sound makes music; that for him is the all-embracing ocean of the air, and the all-pervasive, subtle force of electricity; that for him exists all the wealth of the mineral, the vegetable, and the animal world; that all was made for

him, that little boy on the hillside, since he is the only creature of them all who can be taught to weigh and consider, to note facts, suggest theories, to discover laws and to record them for his own time and for the future of his kind and, to appreciate and be grateful for what God has given; that for him both here and hereafter is the knowedge of the wisest and the wisdom of the best; that he, that little boy, is made in the "image and likeness" of the Divine; that his life, with the natural incident of death upon the way, should tend always upward and onward "ever nearing, never near to God," and that one man who shall finally attain to the wisdom and stature of angelic excellence is worth it all—all and more!

We do well to estimate material things at a fair rating. But the world has gone mad—and the awful war now raging is but another evidence of this fact—in the values it has put upon things "that perish in the using." In the great account Fairbank's Scales and the yardstick are hardly in the reckoning. This child, inspiring wonder and great with destiny, must be educated worthily by the home, the church, the school. The good father and mother will do what they can wisely to rear their children. The good teacher and the wise superintendent will accept the sacred trust the parent confides to them knowing that, if they would train their pupils well, it must be for two worlds. The poet Lowell makes us see a picture we cannot forget when he says: "And behind the dim unknown standeth God within the shadow, keeping watch above his own." This is the reverent attitude of the School Director in the school work.

The next speaker of the evening was to have been Hon. S. D. Fess, Congressman from Ohio, but, owing to some important legislation being called up in Congress, he was unable to be present. His place on the program was taken by Dr. S. M. Schmucker, of West Chester Normal School, who spoke as follows:

GRAPHIC STORY OF PRISON REFORM.

Mr. President, Ladies and Gentlemen: I wish my friend Fess was here tonight. I would rather be down in these seats listening to him, but we cannot have him, so let us make the best of what there is left. I want to speak to you upon a subject which has forced its way into my experience. You may at first not see the bearing of it upon your office and your work, but please trust me to say I know well enough what your work is, as I have been a teacher for years, and I have also had the honor of being a school director. I know what your work is, and what I have to say has more bearing upon it than you may at first think.

I have had unusual experience for a teacher in biology. I was invited to teach for three months in a theological seminary. Now this theological seminary happened to be in Auburn, New York, where there is a large building called the Copper Jug, with a copper man on top of it. It is second in size to the penitentiaries in New York. My experience, of which I desire to speak tonight, has to do with that penitentiary with which I became acquainted when teaching in that seminary. I am an insatiable reader, and in the summer rejoice in the fact that the sun gets up early, long before I do, and I can prop myself up at four in the morning and begin to read, and so one Saturday night when I went to bed, expecting to get up a little later than usual, I asked what they had that I could read when I got awake in the morning, and they said: "Anything in the house." When they sent me a catalogue with my name in it, I noticed that Thomas Mott Osborne was to speak on "My Week in Prison."

While I was looking around the table I happened to find that book, "My Week in Prison." This I took along and decided that I would read it if it was worth while. I got to bed early, and thought I would read a little while first. I read and read and read into the night, and in the morning I read as soon as I got awake, and when I went down to breakfast I had finished the book. Two days after that I met and heard Tom Osborne, and later saw his work. One day after that there came to us there a man of tall build, a sturdy broad-shouldered fellow, Governor Sulzer. Among the things he did for New York, he appointed Tom Osborne chairman of the committee that had charge of the penal institutions of that state. Osborne is independently wealthy, member of a family that manufactures mowing-machines, and he can sit still and see his money grow indefinitely. But Thomas M. Osborne does not sit down and see his money grow indefinitely. His wealth has simply freed him for service, and so he accepted the chairmanship of this committee. Then he went to the penitentiary at Auburn and began to look it over. He saw in a little while that he was not getting anything out of it, that he was not seeing anything at all from the outside, and he made up his mind that he was going to go to jail.

He had himself committed for one week to the Auburn penitentiary. He said to the warden when he came, "Warden, I want you to treat me absolutely as you treat every other prisoner in this institution,"

and he had no reason to think they did anything else except in these two cases: When they "frisked" me, he says, which consists of taking away everything a man has, they let me keep my wedding ring, which they would not have done for any other man: And when they put me into the dark, one of the prisoners said, "Tom, are you going to the dark?" I said, "I do not know, why do you ask?" He said, "I noticed they washed the seat today, and if it had been any one else, they would not have done that." And so Osborne went to jail, and there he got into the prison regime.

They had a little while before broken the lock step, that hideous thing which still exists in some of our penal institutions, and the thing which takes absolutely all of the individuality out of a man, the thing that shows that a man has been in jail, because he cannot walk as men walk. They still had the "silence," and that strange mediæval opinion that the only way to keep a man from plotting against the prison authorities is to keep him from talking. Not one word was said from man to man. They were silent at dinner, they were silent in the shops, they were silent at work, and they went back to their cells in silence. They were silent all the time until man's heart and soul revolted against the silence. Then they learned to talk in such a way that you could not see their lips move, and each man learned to understand the other and the authorities thought that they were silent. Everything that happened in the prison every one knew in a little time—and Tom Osborne kept silent. Then they put him to work, for he was sentenced to work. They put him down in the shop and one of the other prisoners, Jack Murphy, taught him how to weave baskets. Tom Osborne says he was a splendid man, one of the finest men he had ever met in all his life, a prisoner, and he liked to teach because it was the only time he dared to talk. There Tom Osborne worked his basket, and talked to the other prisoners so the warden could not see. He learned how they got their cocaine into the prison as he worked in the shop and talked under his breath with motionless lips to his fellows. The week was nearly up, and he had had all the miseries of the prison life but the misery of the "dark." This is where they sent men who did not obey. There was only one door opening into it, and that was closed with a bar. There were six cells side by side, and when a man was sent away for punishment he was sent into "the dark." The worst part of it all was that they were sent to the dark because they talked to their fellow-men. One fellow was sent to the dark because a fellow he had known in New York came to the jail, and as he was passing by he just gave him a nod. They sent him to the dark for three days because he nodded to him.

Osborne said to the warden, "This afternoon I am going to the dark." The warden said, "Do not do it, Tom, Do not do it, Do not do it." But Osborne said, "Yes, I have got to know this thing to the bottom," and then the warden said, "Well, Tom, do not stay over night." "I won't answer for that, but I am going to the dark this afternoon." That afternoon while working he picked up the lid of a basket and chucked it across the shop. The keeper said, "Go get it." Tom did not move. The keeper said, "Get that or you go to the dark." Tom sat still. They went up and grabbed him and led him up and shoved him into one of these six doors opening into a dark room. The warden went out and shut the door, and they were locked up in it. The fellows began to call "Who is it?" He said "Tom Osborne." They said "Hello, Tom," and these fellows knew that this fellow was in jail. They knew it because somebody had taken a knife and gone to a steam pipe and, with a telegraphic code, had told them all about it down there in the dark. Two fellows told him what to do to make himself more comfortable, how to take his coat off and lay it in the upper corner as there were not so many rivets in that corner. He began to ask who were there, and right next to him found a fellow who ought to have been in the hospital. He had a high fever. There he lay, tossing in his fever, on the floor of his cell, and right next to him was a fellow who was cheering him up all the time. Osborne said, "Who are you?" He said, "Black Jack Murphy."

There are two Jack Murphys, one red and the other black, and then Tom Osborne knew Black Jack Murphy. Seventeen years before this he and two other fellows had gone into a bank at night, and when the watchman came around one of them shot him. He went to the chair, and the other two got twenty years in jail. Black Jack Murphy took his first chance he got to hit the keeper on the head and almost killed him. He almost got away. When they brought him back they made his sentence so that it was practically for life, and from that day Black Jack Murphy's hand was against every man who came near him. They never dared take him from cell to cell without two men heavily armed, one on each side of him—and then it was a job. His hand was against every man who had anything to do with authority in that jail.

He was more feared than any other man in the jail. The night came and they brought in a tincup full of water and a little dry bread. That was all those men were to have. They passed it to the sick boy. They passed it to Jack Murphy. Jack had been in the dark for the past three years. Black Jack got his bread and water, and the sick boy got his, and the rest got their bread and water, and the man went out. The sick boy tossing about with his fever in the course of half an hour upset his water, and there he was—who ought to have been in a hospital—on an iron floor with nothing to drink all night long and getting worse and worse. Tom began to tell stories, and got Black Jack Murphy to tell stories, and they simply spent that time trying to keep his mind off the sickness, so that he would not miss his water.

When the door opened and the keeper came in and the rest of them knew that it was no time for the keeper, they called out, "Hello, Tom, are you going to leave us?" Tom said, "I don't know." They said "Do not go," and Tom said, "No, I will stay, boys," and they clapped him. Then he said to the keeper, "That fellow next door to me is sick, and he has no water. Get him some water before you go." The keeper said, "He gets his water tomorrow morning at six o'clock," and went out and shut the door. When the morning came Tom Osborne was a wreck. He was absolutely broken up. He was a man of great strength. He suffered more perhaps than the other prisoners, because he was there only for the sake of the other men. When he came out of that jail the next day, he had a new motive. So about the middle of the next week he went back to the jail and called for Jack Murphy, not black Jack Murphy, but red Jack Murphy. He went up to him and said, "See here, Murphy, this thing has to be changed down here; this grinding men to pieces. No man can go out of here and be a man. I am going to change it and I want you to help me," and when he and Jack Murphy were done they had made up a scheme of a self-government club.

What do you think of that—a self-government club in jail? Here is a man who proposed to try self-government among the prisoners in jail. They worked it out and they put it in action in Auburn prison, and they said, Any prisoner in this jail, no matter what his record may be, is eligible to membership in this club. He has to promise first that he himself will obey every rule; second, that he will assist in seeing that others obey every rule, not report them but assist by telling them not to break rules for the sake of other prisoners; and third, that he will, if called upon, act upon a committee to discipline prisoners who do not conform. Out of fourteen hundred prisoners in the jail eleven hundred joined at once, and the next evening eleven hundred men were turned loose for an hour in the prison yard to do anything they pleased within that hour. They played ball, they played tag, a lot of them danced, they did anything under the sun that school boys would do at recess. Eleven hundred of them were there and not a keeper about, and when the time was up the bell rang and eleven hundred men walked back to their cells; and then the thing went along and they appointed committees, and when the time came to go to dinner, these fellows came out of their cells and walked down, no lock step, no even march. They walked down as you and I would walk down. They talked to each other at dinner, and they talked to each other at work. Why, the whole thing was changed. As soon as a man did not behave, his neighbor suggested that he would get the rest of them into trouble.

The next Sunday somebody was kind enough to ask me whether I would come down during the morning service and talk to these prisoners, and I was delighted to do it. It gave me a chance to see these prisoners that I had heard about, and so I went down on Sunday morning, and the men had the whole thing in their own hands. Their own band played and their own choir sang. I looked out and saw many of the prisoners before they saw me. There were no stripes on any of them. Each man had on his own Sunday suit, and they looked clean and nice. Each man had his own iron slop bucket in his cell, and heretofore Sundays they hated because on Sundays most of the keepers were away, and they could not get out and many of them had to sit until night with that slop bucket unemptied. Now these men go down to the place, and empty and rinse their buckets and here in the yard each man had put his bucket down on the ground and was sitting on it, and as I came through there the band was playing a voluntary introduction to the service of the morning. What do you think they were playing? The tune was "Hail, Hail, the Gang's all Here." I do not suppose that most of them knew what they were playing, but I did. When the time came for the anthem some fellow got up to sing. The tune he was to sing was, "I want what I want when I want it"—and if there ever was a place where a man did not get what he wanted when he wanted it it was in the Auburn penitentiary.

My heart just leaped to say something worth while to these men; something, if I could, that would reach these men, if it was in me to reach them; and I knew it must be something simple, something plain. Just then there came to my mind a story as I sat there. These men were sitting there, and the sun was shining in through the trees, and the little flecks of sunshine were on the ground and on the men, and when I got up I told them a little story that I want to let me tell you, for I really think it is pretty and I want you to hear it.

A mother and her little child went into a room darkened in the summer to keep it cool, and when they got in there the sun was shining through a little chink in the shutter, and made a spot of gold on the floor, and the little boy said, "Mother, what is that?" and the mother with rare insight said, "My boy, that is the smile of God." A little later she heard the lad's hands clapping and she turned around and the little fellow was standing right on the spot and he said, "Mamma, I am standing in the smile of God." Twenty years later that boy came quickly home called by the summons that has brought so many of us home—thank God! that summons has not yet come to me—to look for the last time on the face of his mother, and when he had laid her away and came to look into the effects and things that she had laid away, he found in one of the drawers of her bureau a box, and in that box was a little pair of shoes, and on the shoes a tag on which was written, "These are the shoes my darling wore when he stood 'in the smile of God.'"

And these men had been away from home so long and their hearts were so tender, when they thought of home and their dear mothers, and remembered their own children—the little story of the child that stood in the smile of God got that great group of men and held them while I told them what I wanted to say to them. A few days later Tom Osborne said to me and some more of us, "Come down, bring a bunch of you men and come down, and we will show you this prison, show it to you working." And when we went down he said I want to give each of you to a member of the Executive Committee and they will take you around and answer any questions you want.

I was looking around over the group when Tom Osborne came up with the men. He said, "By the way, Mr. Schmucker, here is a man who would like to be your guide. He wants to guide the fellow who spoke about the boy that stood "in the smile of God." It was coming back—this fellow wanted to guide me around for that story. I said, "Who is he, Mr. Osborne?" Osborne said, "Jack Murphy." And it was Black Jack Murphy, the desperate prisoner, the man who was the dread of the keepers.

Then I recalled what Osborne had told me a few weeks before I had come down to the prison. He had said to the warden, "I want to see Jack Murphy. I am going down to the dark to Jack Murphy." The warden said, "Keep out, he is the worst man we have." But Osborne said, "I want to go and see Murphy." "Well," said the warden, "You have a right to go if you want to," but he added: "Tom, keep out of that man's cell." When I got down, said Osborne, I looked in and there sat Jack. There was just enough light—the door was still open—so that I could distinguish where he was sitting, and Jack told me this himself later. He said, "When I saw that man, and saw him looking through the cell, and saw the tears running down his cheeks, and knew that it was for me that he was crying, something broke in me. I said to the keeper, 'Open the door.'" The man said to Osborne, "I dare not let you in there." But the door went open.

Jack Murphy himself put it to me this way, "And then that man came in to me with not so much as a toothpick, and nobody else had approached me for years without a revolver. He sat down beside me and said, Jack, we've got a club of men who are going to take care of themselves, and I want you to join it—and I want you to play the game. I said, Tom, I will—and I will prove it to you. You tell the warden that I said I want to play the game, and here is the proof."

He reached down in his mattress, and pulled something from it. A key dropped out, which he had made in the dark by bending tin. He went over and put it into the door of the cell, and it unlocked it. Then he got a gas pipe pounded shut at the end. He had it filled with nails and pieces of tin and different things. He had saved the sulphur of match boxes which would have exploded. The thing would have made a deadly weapon. He gave me the key to his cell, and the weapon to the man who opened the door. "Take these to the warden," he said, "and he will know that I am going to play the game."

Jack also told me this: "And now I am on the executive committee and there is only one office higher for me, but I don't want that place." If there are any who are office-seekers, watch this. Said I, "Why, Jack?" He said, "We have got a good man there now." Friends, that is one reason for not wanting office—we have got the right man there now.

After a while he said to me, "What do you want to see, Professor?"—they all call me professor—and I said, "Anything at all, Jack." The first thing he imagined I would want to see was the death cells. I could not see anything but the doors. "Would you like to see the machinery?" I said I would. I said, "I am very much interested in machinery," and he took me down to the dynamo house. The man who ran the dynamo was also a convict. They had men in that jail who could do anything. This man had been an electrician. The address I made in that prison was as perfectly taken by a stenographer as any address I have ever made in all my life. Yes, you can find men to do anything in this prison, almost anything at all. Then the man who ran the dynamo house said to me, "Do you want to see the dynamo that kills them?" I did not want to, but I did not say so. I said, "Yes, let's see it," and he took off all of its wrappings. "See here! Tell me how many people does that thing keep from murder?" "Not one," says Jack Murphy. "Why the fellow that does murder never thinks anything until it is done. He does not think of it until it's done, and he comes into the death cell. That is the first time the thing ever gets into his mind at all."

I wonder whether I can make you understand this thing.

Now, as we came along through the dynamo room, there stood a table and on the table was a tin cup, and that cup was filled up with black tea. There were three or four pieces of dry bread, very dry bread, and almost everybody came up to Jack and said, "How is the smile of God?" Jack knew by this time that I was not looking upon him as some strange wild animal, and I felt that he did not, and he took me by the hand and looked up into my face and said, "We have not much to offer, but would you take tea with us?" I said "Indeed I will, Jack." And the fellow looked around in the engine room for anything that would hold tea. He found two things and filled them up. They each took one and gave me the regular tin cup and we sat down together there, and I held up my cup to them as if drinking a health, an honest desire for the welfare of the men. I have taken the Lord's supper at the Lord's table, but I never ate a more consecrated meal than at that table. It was the cup of fellowship by the men who respected each other, and together we drank and ate, and I left that room—and they were mine.

When I said "Good bye" to Jack Murphy that night he held out his hand for me. He did not say one word about himself or one word about getting out—I know that Tom Osborne expects to have a pardon for him some day—he said to me, it was the last thing he did say, "They tell me you talk a great deal. Whenever you get a chance, say a good thing for the boys. They are treating us right here now—but there are not many places where they are doing it."

I have noticed since then that they put a banker in jail for taking money, and they never found the money. In a little while the warden had an automobile and the banker was his chauffeur, and going around New York and doing his business and somebody found it out, and they had an investigation, and the warden was discharged.

Glynn was just about to stop being governor of New York, when some one came to him and said that he ought to make Tom Osborne warden of Sing Sing. He said Tom would not take Sing Sing, and the man said, "Try him." Glynn sent for Osborne and asked him if he would take the wardenship of Sing Sing. Tom said, "There would be no use. You go out of office in a few weeks, then Whitman comes in and he will appoint a man." Glynn said, "If you will take it, I will see about that." He went to Whitman and told him the story, and Whitman said "I will reappoint Osborne if he will take it." That millionaire has allowed himself to be appointed warden of Sing Sing, and the same penitentiary rules that prevailed in Auburn are now going into force in the most famous penitentiary in the whole country. It will make men out of these men if there is a chance left.

Now comes the part of the story that has to do with you. It is you and I that have to see to it, so far as lies in our power, that these men do not get there. What is the meaning of it? If you know anything at all about prison life you know that a great part of them are just about as good as you and I. Only one or two or three things put many of them there. They were left to run wild, or born among unfavorable circumstances. Now and then one is put there who ought not to be there. The poor fellows have never lived up to the law of God all their lives. I put my hands on the shoulder of one young fellow only twenty years old and said, "My boy, how long have you been here?" He said, "Nearly three years. I get out in a month." And then I looked into his eyes as earnestly as I knew how and I said to him, "You are not coming back here?" He said, "I do

not know." I said, "This place is hell." He said, "It sure is." "Then you do not want to come back?" "I surely do not, but they tell me that if you are here twice you always come back." Said I, "They lie. When you get out of here see to it that nothing happens to you that by any possibility you can ever be brought back." But he looked at me and said, "They tell me when you have been here twice you will come back." Ah, friends! the pitiful horror of the boy of twenty-one years with two prison sentences, looking forward to his mother. What shall we do?

Friends, it is so simple that you will not believe me, but I have been teaching for nearly thirty years—and I know. I have seen many boys grown up to manhood—and I *know*. The thing to keep them out is to see that the boy or girl learns, when a boy or girl, to do the best he knows how every day the ordinary little task of life. That is all. That is the whole of it. See that he never knows anything different from that. See that the boy comes to school when it is time for him to come to school. See that the teacher gets to the classes at the proper time. See that each child starts to school at the beginning of the year. See that when the school opens they are there for the first day of school. See that they do not like to stay out of school. See that they maintain the discipline of the school; and they will get into the way of doing their duty and doing it at the right time. You will thus develop the soul and make steady the character in the boy and girl. See that they do the thing that is to be done at the time it is to be done, and that they do it to the best of their ability. See that the pupils are encouraged to do their work the best they know how. See that they never neglect their work—which is their duty. That is the thing that matters more than anything else. And if you will simply drill the boys and girls to do their duty along the ordinary lines of life you will have formed in them a character which will make it practically impossible for them to become the derelicts that fill our prisons—and they will grow up to be stanch and honest citizens. They may never be great, but they will be that sturdy backbone of American citizenship which is stronger than that of any other nation. The honest toil of daily life will produce in us the vitality and strength that are the most important and best outcome and result of the training given in our schools.

FRIDAY MORNING.

THE Friday morning session was held as heretofore, in the Auditorium of the Harrisburg Central High School. The exercises for the morning were opened with the regular devotional exercises with the pupils of the High School. Vocal and instrumental music was furnished by the pupils and the high school orchestra.

At the conclusion of the musical program, Dr. Samuel Hamilton, Superintendent of Allegheny county, addressed the students as follows:

A PEACE DAY VIEW OF WAR.

It seems unwise for me to take the time of the convention this morning unless I can present some theme of interest and imporance to both directors and students. I therefore desire to discuss with you "A Peace Day View of War," in the hope that directors will return to their districts to have Peace Day appropriately celebrated in their schools.

Such celebrations are vital in themselves. A knowledge of history as mere facts lodged in the mind is of little value, unless these facts enter the stream of thought and emerge as opinions, conclusions, convictions, and ideals that affect the civic and moral life of the individual. To this end every school should observe Peace Day, not only to create ideals of peace in contrast with those of war, but also to vitalize the study of history, beyond the mere accumulation of dead facts to be hoarded as useless mental lumber.

This theme is most appropriate now. It is practically 100 years since the signing of the treaty of peace between Great Britain and the United States at Ghent. A century of peace between two great nations facing each other over a boundary line of 3000 miles is in itself an unanswerable argument against the necessity of war. And this theme is a timely one, when churches, schools and civic clubs are appropriately celebrating this international event.

The Peace Movement is the greatest world-movement of the age. Its history fills volumes and its advocates include many of the noted men and women on both sides of the Atlantic. Statesmen, scholars, philanthropists, business men and men of letters are working side by side in its interest; and, until the opening of the present European War, the spirit of international brotherhood and co-operation seemed stronger than at any former period. But hot-headed dogmatism was in the saddle. It touched the centers of control, and Europe became and continues an armed camp; a living in-

ferno; the rivers are running red with blood; Belgium and northern France are human slaughter pens; and the keen-edged sickle of death is laying low the grain of human life as never before since the dawn of history. And how sad to think that this war, the most unnecessary we are told, of the ages, with its suffering, its cost in blood and treasure, its retarding effect upon civilization and human progress—how sad to think that it might have been averted but for the selfishness and hate of a dozen men! A few funerals in Europe last June would have prevented the war and continued the spirit of international harmony and peace.

Every good citizen ought to know something of this great Peace Movement—its origin, its purpose, its progress, its plans, its history and the great world personalities back of it. But it is the horrors of war, not the virtues of peace, that I would present; for the time has come in the progress of humanity for a calm discussion of this subject, and for the formation and crystallization of social sentiment against war as the great enemy of our race.

Society justly extols the soldier of the past, who hastened to the front at the call of his country, to offer his life in some great cause. Society always has honored, and it should continue to honor, such soldiers, living or dead. But the policy of war in this age is an "eternal fallacy" and in the name of humanity and the war-battered, tax-laden victims of the race, in the name of the Prince of Peace, civilization must find a better way of settling international disputes. A better method will be found. Possibly an international Supreme Court to settle disputes, and an international army and navy to police the world and enforce the findings of the court, are among the best agencies yet suggested.

Some wars in the past were justifiable. Great questions of right, truth and justice were at stake and there was no other power save war to which appeal could be made. There may be some such wars in the future, but it is doubtful if any cause in the last analysis will justify one civilized nation in going to war with another. These are days of mediation, of arbitration, of treaties, and ambassadors, of international law and international courts, of right, reason and justice, of Hague tribunals and peace conferences. Surely the pen and the tongue are mightier than the sword; and reason and justice ought to be mightier in their arguments than siege guns or rifles. And with these agencies of peace, nations ought to be able to settle their disputes without reverting to war.

War is the primal curse of nations. It is human suffering or organized and brutalized; human butchery organized and systemized; mass-murder organized, systemized, legalized. From the civic point of view it is economic waste organized, legalized, capitalized and systemized; national retardation organized, captalized, subsidized and systemized. Frequently it is injustice organized, captalized, legalized, systemized. It breeds poverty, famine, pestilence and disease; it destroys homes, robs childhood, breaks hearts, kills men and curses nations. It often tramples upon right, smites down justice, unfurls the banner of unholy ambition, and enthrones selfishness and might. In short, viewed from any angle, it stands convicted as the primal curse of nations and the blood-gorged enemy of the race.

1. The social sentiment of the race should be against war because it is mediæval, brutalizing, barbarous, inhuman and wholly contrary to the teachings of the lowly Nazarene. As the great Prince of Peace His policy was, "Peace on earth and good will to men." War enthrones Him as an evil genius whose policy is "War on earth and ill-will among men." While on earth He said, "Blessed are the peace-makers"; but one would think that the war lords read it "Blessed are the war-makers." When about to quit the world He said, "My peace I leave with you;" but the war lords have seemingly forgotten this message. Through the law He says, "Thou shalt not kill"; but the rule of war is kill, destroy, burn, slay, and slaughter. War suppresses morality, brutalizes men, dries up the fountains of human sympathy, deadens the religious life of the nation and is in every way antagonistic to the policies of the Prince of Peace.

2. Social sentiment should be opposed to war because of its tremendous cost. The world's war debt last August was $42,000,000,000; that is an average of $30 for each person. The war debt of Europe prior to the opening of this war was $26,000,000,000. The present war debt adds $2,000,000,000 a month of it. The annual interest on war debts in Europe at the beginning of this war was $1,150,000,000; equal in some places almost to a farm rental on property. That debt can never be paid as long as armed peace is the policy of nations. The interest is $2000 per minute. The people can scarcely pay it. When, under the present policy, will they be able to pay the principal?

War is impossible without money. Some peace advocates see the rainbow of promise in the hesitancy of the great international money lenders to finance war measures. These far-sighted financiers see the futility

of lending money to one nation to destroy their bonds and securities in another; and yet for some reason this hope has ended in disappointment.

In the matter of cost, armed peace is not much better than war. Annually, in times of peace, the world spends $4,000,000,000 on armaments and mobilization. If the nations deliberately tried to keep their people in poverty, no better plan than war could be devised. Standing armies draw millions of men from all lines of productive industry, supply them with costly equipments, put them on the payroll, and feed them from the world's supply which is barely above the daily demands made upon it. The ranks of the food producers are reduced to a minimum and those of the non-producing consumers so augmented that food is necessarily scarce and costly. To maintain these non-producers and furnish them with costly engines of destruction, is a drain upon the public treasury and a financial load upon the people that is burdensome in the extreme, keeping the nations and their people in poverty. In short, if war were a blessing as great as education, it could scarcey be tolerated by society because of its cost.

3. The social sentiment of the world should be against war because of its brutality, inhumanity, cruelty and suffering and its frightful toll of human life. No artist can portray or pen describe and no tongue can express the coarse brutality, the sickening cruelty and the barbaric inhumanity of war.

Napoleon's famous march to Moscow was a drama of death. The point of this unfortunate invasion was Kovno. To-day in the public square of that city, on a shaft set up by Czar Alexander, one may read this inscription: "Russia surprised in 1812 by an army of 700,000; only 70,000 repassed the frontier." What a record of failure! What a campaign of slaughter, starvation, exposure and death! 630,000 picked men sent into eternity between June and December to satisfy the ambition of one man. In a Russian blizzard in June, the weather was so cold that 10,000 horses from middle and southern Europe froze to death. Soldiers stood in the icy waters of the rivers up to their shoulders in midwinter, building bridges, when the chill and exposure killed ninety-per cent. of the workers. Ten days after the retreat from Moscow began there was neither bread nor meat for the army. The murderous Cossacks hung upon the flanks and the rear and slaughtered the soldiers by the thousand. The cold was intense; but starvation —stern, pitiless and uncompromising starvation—was a greater enemy than Cossack or cold. Men who had stood shoulder to shoulder in battle, who had been companions and friends for years, fought each other to the death for a morsel of miserable food. Others dropped by the wayside too weak to rise to fight a hopeless battle with hungry wolves which followed by thousands, or to die by the stern mandate of a Russian winter. It is painful to-day even to read the account of this campaign of torture and suffering, starvation and death. The record is so horrible, so revolting, that he who reads is forever the uncompromising enemy of war.

But the cruelty, torture and suffering of the present war and its enormous toll of human life are not less revolting than in the past. Trenches nine miles long were filled with dead at the battle of the Aisne. In another part of the field the soldiers built lines of defense with the bodies of their dead comrades. The Marne, choked with bodies of slain soldiers actually overflowed its banks. In front of the forts at Liege there were acres literally piled with dead that had to be burnt to avoid pestilence. The whole story of war, past and present, is such a portrayal of brutality, cruelty, inhumanity, savagery, torture and human suffering and demands such a toll of human life, that the social sentiment of the world outside of the ruling dynasties, is generally against it. And what a reproach it is to the democracy of this age that these dynastic rulers and the selfish diplomats who seldom go to the front themselves, or pay the costs of carnage, can offer their sacrifices by the million on the blood-drenched altar of war!

4. But there is an inevitable result of war even more ruinous to the race, if possible, than the poverty it entails and the cruelty, brutality and human suffering that marks its course. It saps the vitality of nations, kills off the best specimens of the race, as David Starr Jordan points out, and thereby perpetuates the rule of the weak, the inefficient and the unfit. Like begets like. In Europe the wars of Napoleon struck down the picked men of the nations, —young, strong, large, vigorous, healthful. This left the weak, the infirm, the timid and the inefficient to propagate the race. Little wonder that these wars reduced the average height of men in France two inches, as one historian asserts. This loss in stature may be measured, but who can estimate the loss of France and to Europe in courage, initiative, vitality manhood, character and efficiency? The man of destiny, goaded by military ambition and desire to rule, literally loaded Europe with impover-

ished blood, impaired vitality and reduced in efficiency; and the results of that burden after a hundred years, are still visible.

As is the seed, so is the harvest. Rome perished when the Romans degenerated. Spain ceased to be a world-power, when Spanish blood lost its vitality. Greece entered upon what seems to be a perpetual decline, when the blood of the barbarian was mixed with that of the Athenian and the Spartan. In one of the slums of London to-day there are 200,000 human wrecks who cannot bear arms in the present war. And what a harvest the slums and the wars of the world are preparing! No nation can long retain its vitality and virility when only the infirm, the weak, the timid and the runts from the slums are left as the progenitors of the statesmen, the artists, the poets, the scholars and the business men of the race. What a high type of manhood, of intellectual and moral efficiency, what art, what science would be ours to-day, if war had ceased at the Christian era! If the golden age of Greece with its art, its literature and its efficiency had been permitted to dominate the world instead of being turned aside by war what would be the civilization of the race to-day! The world must wait possibly 100 years for the conditions that ought to be ours in this age, because the best brains, the best men, and the best blood of the nations have been consumed by war. All the inventions that have promoted human progress, all the discoveries that have conserved human life, all the agencies that have advanced and enriched civilization might have been ours 100 years ago, if life, genius and efficiency had not been wasted by war.

Indeed, the student of human progress must be blind not to see that this pestilence, ever present since the dawn of history, brings sadness and mourning to countless millions, saps the vitality of nations, kills off many of the best men of each succeeding age, perpetuates the rule of the unfit, wastes the world's treasures in gold and human efficiency, and thereby retards the progress and development of the race.

The causes of many of the great wars of the world have been silly and trivial in the extreme. No better argument is needed to show that many of the great wars of the past were unnecessary—than an examination of their causes. The wars of Europe in the main "have been king-made wars, or emperor-made wars, or Czar-made wars for selfish ends." The divine rights of kings, the dynastic idea, the autocracy of imperialism and the principle of absolute right to rule have turned the pruning hooks of Europe into swords, drenched the continent with blood, sounded the war bugle of the nations, and turned the fruitful farms into war camps again and again almost without cause.

The advice of a French hypnotist is said to have caused the Russo-Japanese war which cost 556,900 lives and $2,250,000,000 The grand dukes of Russia were exploiting a huge timber deal in Manchuria. They needed the Czar as a partner that their rule and exploitation might be absolute. At that time the "little Father" was under the spell and domination of a French hypnotist, who for a time was the real ruler of Russia. For a consideration, he persuaded the Czar to invest $3,000,000 in the timber deal. Thereafter the grand dukes threw restraint to the winds, disregarded law and contracts, policed their timber claims with Russian soldiers and trampled upon the rights of Japan and Manchuria. This was regarded as a violation of treaty regulations, and Japan declared war. The world knows the result. But the Czar probably never knew what was done in Manchuria by the timber sharks, or why the Frenchman thought the timber deal such a promising investment. But Russia was worsted in a cruel war; the poor peasants were saddled with an additional war debt of $4,000 for each slain soldier; and the nation was humiliated in the eyes of the world because of the sins of four grand dukes and a French hypnotist. Was that war necessary? If the spirits of the slain dead could speak from across the gulf over which no voice has yet floated, the tongues of the half-million soldiers who died for the dishonesty of five men would answer "Nay!" in tones louder than the din of battle

The shaving of a king's beard by a royal barber plunged England and France into intermittent war that lasted for 300 years. Louis VII, contrary to the wishes of his royal spouse, shaved his beard. Domestic friction followed and he divorced her. In a few months the divorced queen married Henry II of England. Thus a royal barber, a royal divorce and a royal wedding that followed, fanned the fires of royal hatred into a flame that burned for three centuries, consuming the best peasant blood of two nations.

It is said that a glass of water in a ball room in Paris caused the war of the Spanish Succession. A court lady at a court ball expressed a desire for a glass of water. The ambassadors of two nations, rivals for the lady's smiles, hastened to serve her. When they returned the fair lady was dancing with a French statesman. In the confusion that followed one upset the glass

in the other's hand. It may have been accidental, but the incident influenced the jealousies of two nations and turned the tide in favor of war.

According to Lord Palmerson, only three persons ever knew the exact nature of the Schleswig-Holstein troubles which caused two great wars. Before the war broke out two of these died, and the cause was so trivial that he, as the third part to the bloody secret, had forgotten it.

The present European War is due to diplomacy; caused by a dozen hot-headed diplomats, not by the people. Diplomatic animosity, not public opinion, must shoulder the responsibility. Millions of people in Austria-Hungary are Serbs; they were not anxious to go to war with their brethren in Servia. Mobilization in Russia was not demanded by the people, but by the diplomats. Secret, selfish, high-tempered diplomacy,—not the peace-loving, industrious German people,—pushed Europe into war. The armies of England and France were not marshalled at the request of the people. Instead of being forced by the masses, this war was forced upon them by diplomatic intrigue, diplomatic pride, and diplomatic selfishness.

Truth, justice, liberty and right have sometimes been called upon in the history of the race to fight for their life and their rights. Then war was necessary and far-reaching in its beneficent effects. But in many cases the causes of war have been trivial in the extreme and ridiculously unimportant. Hot-headed dogmatism and a hasty temper are personal matters. And trivial as they seem as such, they have again and again plunged great nations into war.

There are a few stock-in-trade arguments by the advocates of war that deserve consideration.

1. We are told that war has advanced the civilization of the world. Of course it has. So has slavery, as Cluny remarks; so has the stage coach; so has duelling. Civilization often outgrows and actually repudiates the agencies by which it once advanced. It was a great step toward civilization when the cannibal chief enslaved his prisoners instead of killing and eating them. Once the stage coach was an important agency in the cause of civilization, but the modern palace car has made obsolete what was once a prime necessity. Civilization took an upward step when the highwayman instead of picking off his victims from some secret ambush issued a challenge to an open duel with arms. The duel then was the evidence of advancing civilization. The grain cradle was superior to the sickle, yet the race would starve if we had nothing better to-day. Human progress often makes unnecessary and obsolete the agency that was once the evidence of civilization. The duel is no longer the evidence of advancing civilzation, but rather the evidence of conditions that are worn out and obsolete; so war is no longer the agency of human progress, but rather the agency that retards it.

2. It is argued that war develops courage in the individual. Of course it does; so does prize fighting and dueling. But service as the great aim of life demands another type of courage. This age calls for the "courage that is afraid to kill, but not afraid to die," "the courage that is not afraid of pain, but that is unwilling to inflict it." It took real courage and a higher type on the part of Lord North to fight the tax on tea in the British Parliament than it did for Lord Howe to fight the colonists. The courage of a man's convictions is often of a finer type than that which enables one army to defeat another because it has more and better guns. The courage which saves life is a finer type than that which takes it. Some day we will put into the Hall of Fame alongside the soldier, the man who lost his life in a burning mine in his courageous efforts to rescue others. Two boiler makers went down into a great boiler to repair the flues. By mistake the engineer turned on the steam. A moment's delay meant death. Yet the younger as he reached the ladder turned aside and said, "You first, Jack; you're married." He never spoke again; but Jack tearfully told the story. Pickett's charge at Gettysburg exhibited courage that was heroic, manly, and noble; but that of the boiler maker was also heroic, manly, noble, and yet unselfish. It is a fine type of courage that will induce a man to die for a cause; but it is also a fine type that will induce him to die for a friend. None should belittle the courage of war; but all should exalt the courage of peace. The fireman who rushes into a burning building to rescue a child he has never seen, who drops it from a window into the arms of its grateful mother and then fall a victim to his unselfish desire to save others, is no less a fine type of manly courage, than the man who in the limelight of war dies at the cannon's mouth. Yes, war develops courage; but let us not exalt the courage that takes life, but rather the courage that is ready to die in a humane effort to save life.

3. "But," argues another, "war is sometimes necessary to defend national honor." "Perhaps it is, just as the duel is regarded by some as essential to the defense of in-

dividual honor. But what is national honor? Who can answer? It is one of those vague, indefinable terms that in the last analysis is only the opinion of him who demands reparation for national insult. When Mexico offered insult to our flag, Admiral Mayo demanded an apology and Mexican authorities promptly offered one; but the stern officer backed by a fine army and a resourceful nation thought the apology insufficient. Perhaps it was; but the Mexicans refused to comply with the demands which they regarded as arbitrary, unreasonable, and in excess of the requirements of international courtesy. National honor is sacred, and, if necessary should be defended. But the extent of the apology for insult ought to be clearly defined, else a proud officer, backed by a superb army, may make unreasonable demands.

4. "But," says another, "to be well prepared for war is the best guarantee of peace; no nation is likely to seek a quarrel with another whose army and navy surpasses its own." There is some truth in this argument; but there are also some serious objections to it.

(1) Preparation sometimes does prevent war; but not always. It did not in the present case.

(2) Armed peace may provoke war. If Germany took the initiative in the present war, it was because she was prepared and hoped to win. If France was the aggressor, it was because she thought to check German militarism before it became stronger. In either case, preparation may have caused the war. "Europe exploded," partly at least, "because Europe was loaded."

(3) Armed peace is a costly policy? If nothing better is found it will bankrupt the nations and mortgage the earth for war debts. The interest on the war debts of the world amounts on the average to one dollar annually for every man, woman and child in every nation. And that war debt is increasing at the rate of $50,000 per minute.

(4) "Be right but be ready." That policy is often as absurd as it is expensive. It provokes rivalry in militarism; and those who offer it are not sure of its efficacy.

France, for example, is not safe unless she has a larger army and a better navy than Germany so she levies war budgets and provides armaments. Germany is not safe from France unless she does likewise; and so her war budgets are increased and her army and navy enlarged. France must again enlarge her armaments and Germany to be safe must build larger navies and equip larger armies,

To be prepared for war is the best guarantee of peace. That is the logic of the jungle. The lion and tiger are safe from the wolf because of their ability to defend themselves. But the progress of civilization is away from the jungle, and jungle arguments though true in the jungle, ought to be unnecessary in the days of law and order.

And yet, foolish and expensive as the doctrine of "safety through preparation" seems, who can offer a better under existing conditions?

At present it seems idle to argue in favor of universal peace. The forces of hate, rage, greed, ambition, selfishness and oppression are day after day exploding in the greatest cataclysm of cruelty and carnage the world has ever known. Europe is a slaughter pen compared with which Gettysburg, Waterloo and Austerlitz are unworthy of mention. Pestilence, poverty, famine, disease and wretchedness are sure to follow, and civilization will not recover for one hundred years.

But the Peace Movement will go on. The war itself is the best argument in its favor. It may require time, but it will finally triumph. It took civilization a thousand years to invent the reaper, a thousand years to make the multiplication table, a thousand years to abolish slavery, a thousand years to write a constitution for a free state. Great movements make haste slowly, and the Peace Movement will finally triumph. It may not be until dynasties and empires shall have passed away. But who knows how soon? This war may dethrone the tryants and throne the people; God grant that it will; and when war can be declared only by the consent of those who are to fight or pay the cost, the greatest enemy of the race will be no more.

Let us hope that this war is writing its repugnant record in letters so big, so black, so brutal, so barbaric, so repellant to Christian ethics and modern civilization, that all mankind of every class, creed and color, will unite as one man, in a world-wide movement that will bind this giant with chains that can never be broken and cast him forever into the limbo of oblivion. For war is a cancer that is eating out the very vitals of the world. It is the scourge of nations, the pestilence of the universe, the crime of history, the highwayman of civilization, the merciless murderer of men, and the ageless enemy of God and human progress.

QUESTION BOX.

The question box, conducted by Dr. J. George Becht, Secretary of the State Board of Education, was the next thing on the

program, and the questions that were handed in in written form with their answers follow. He said,

A number of questions have been handed in and I wish to the best of my ability to answer them at this time. Some of them involve matters of opinion and some matters of fact. In matters of opinion what I may say is not to be considered final. In matters of fact, you will have the opportunity to prove them yourselves.

Q. Why should the county superintendent be elected by a viva voce vote rather than by a secret ballot?

A. I presume that the kind of vote, the vote of "live voice" is consistent with the theory of representative government. When I vote for a councilman, or for a school director or for the president of the United States, I vote my individual preference. When I vote as a director, for a teacher or for a county superintendent, I vote in a representative capacity. Now since I represent certain people they have have a right to know how I vote, on exactly the same principle that the members of the House of Representatives of Pennsylvania or the Senate must have their vote recorded. They cannot vote by secret ballot because they represent you and they represent me, and you have a right to have their votes recorded, as the law specially provides that they vote by record so that those whom they represent may know how they vote.

Q. The vaccination law is unjust in our rural districts, and the state should not enforce its authority to take from a child the opportunity of an education if the parent from preference or prejudice refuses to have the child vaccinated.

A. That rests with the directors. I think, probably, we are all familiar with the aspects of the case. The compulsory school law requires compulsory education, and there is no compulsory vaccination law, therefore you cannot enforce any. If you enforce the compulsory school law as against the unvaccinated child, you cannot obey the law in that the child is left unvaccinated. You cannot enforce both laws because there is no compulsory vaccination law.

Q. What can be done for school districts that cannot provide schools for all of the children where the taxation is already at the maximum?

A. That is a very interesting question. Of course, no county or township has a uniform tax. It varies from one district to another. Now there are poor districts, so poor that with an almost maximum rate of taxation they can only provide a minimum of qualifications. I have known these cases. In a certain county in this state there is a township maintaining four schools. In one school there are about twenty pupils, in another twelve, in another eight, and they still have twelve pupils unprovided for. When I went to investigate the conditions, before going over the ground I said to them, "Why not transport these twelve pupils to some one of the other schools?" They are levying seven mills of taxes and doing all in their power. When I asked them why they did not transport some of these pupils to one of the other schools, I found that it was impossible since they would have to go up one mountain three miles and down another three miles, winter and summer. What are you going to do about it? There is no means of providing for the education of these children, and my theory is that it is the state's place to look after such schools by some sort of state aid, that is, the state could afford to give these people aid. It would not be wise to give them school houses. Let them be the property of the district, but let them offer aid in paying teachers or something of that sort. Two years ago there was introduced into the legislature a bill providing for that sort of state aid. It was for the purpose of equalizing state education. $25,000 was appropriated. But it was cut off because there wasn't enough money to go around. Now there is just one other thought, that some day the time will come, after the state permanent school fund has an income, when out of that income of the state permanent school fund, such conditions can be cared for, at least to some extent. It may be surprising to you to know that we have caught up in the last two years eighty thousand dollars in form of escheats to the state, and this has been invested in first-class bonds as only savings institutions can invest their funds in. The income may be used for such state purposes, but it still is so small that it would be best not to use it until the fund amounts to one hundred thousand dollars.

Q. Should a township of three hundred children enrolled have one or more high schools?

A. It is very difficult to answer that question, but dependents on how many school pupils in that district. I frankly say to you that a poor high school is worse than no high school. I would much rather that a child of mine should have a thoroughly good training in a good grammar school than have an improper training in a poor high school. If you can not maintain a reasonably good high school, it is better to put emphasis on the elementary schools, and then provide for those who want to go to high school in a neighboring district. I think it would be very unwise to have two high schools with only three hundred pupils.

Q. When there are two school rooms in one building, the primary room with 55 pupils and the secondary room with 45 pupils enrolled, would it be of any great advantage to the scholars if another room were furnished? If so, should it be furnished with the prospect of an increase in population?

A. If there is a prospect of an increase of population the board of directors would be entirely justified in providing for another room, because fifty-five pupils is more than one teacher ought to have. We should say that no school should be over forty. While there is no law on the subject, I think educational men agree that a school of forty is a convenient unit of work for a teacher. If you can reduce to thirty it would seem better, although there is a point where the school, if it gets too small, seems to grow less efficient. An ordinary school can be made so small that

it will lose its enthusiasm and value, because there is a lack of interest on the part of the pupils and there is no spirit in the school.

Q. When there are two separate school buildings in one little village, close to each other, one a poor building with twenty-six children, and the other a good building with twelve children enrolled, with very poor prospects for a larger enrollment, and eight of these children less than a mile away from a graded school building, would it be a good idea to close the poorest school building?

A. While this is a pretty stiff proposition, there are so many conditions that I should hesitate to answer, and would need to have more definite conditions to give a proper answer. I think what you want to do is to be fair to every child. You often hear people say, "I do not want to send my child a mile or a mile and a half to school." Now, there are conditions when a mile or more may be unnecessary, but with all that the child will do better work when he has walked to school. There are so many things that enter into this situation that one can not say absolutely.

Q. What advantage should be gained by our rural schools through the semi-annual visits of our county superintendent?

A. I think the advantages to be gained are very considerable. In the first place the county superintendent is in a position to judge as to the equipment of the schools and he notes whether the environment is good. He gets in touch with the directors and notes the work of the teachers. All this he can see on his visits. I have not the time to discuss at length the value of the county superintendent's visits, but they are important to both the teacher and the pupil, in that both are under his supervision, and the teacher can have the pupils to a higher level because of the visit of the county superintendent.

Q. A recent legislature tried to make the Daisy the state flower. This was vetoed by the Governor, which was right, as the daisy is little better than a weed and should not be considered. The present legislature is trying to adopt the Laurel, which is a poisonous flower and should be defeated. The great State of Pennsylvania should have a flower that is beautiful and useful. There is no flower that has done so much to enrich this commonwealth as Red Clover. Why not adopt this as the state flower, which gives us milk and honey and lasting fertility?

A. I take pleasure in bringing this communication to the attention of the chairman of the Judiciary Local Committee, that has this matter in charge. He asked me the other day for some information concerning the state flower, and I shall be very glad to turn this matter over to him.

Q. Does the centralization of schools mean the centralization of the power of schools?

A. Of course the word centralization can be very widely used. Centralization of schools does not necessarily mean centralization of power. For instance, suppose a community like Harrisburg had a school at the upper and one at the lower end of the town. As the town grew they centralized these schools in one building. Then perhaps some outside district has a school with which they are not satisfied, and they say, "It is easier to send our children to Harrisburg schools." So they close their school up. That is, the Harrisburg school added to it the other schools. This does not centralize power, it centralizes interest and it centralizes activity. So in answer to that question I should say that centralization of schools does not necessarily mean centralization of power.

Q. What should or can the directors of a fourth-class district do when we have one boy in it who has consumption, and the rest of the school dislike his presence in the school room?

A. Well, they can exclude him. Of course, the law excludes tubercular pupils, tubercular teachers and tubercular janitors from the schools. They can be employed in open air or public school set aside for such persons. This makes a difficult proposition. What are you going to do for this one pupil? You can not establish a separate school only for him. You must provide for that pupil in some way or place, where tubercular children are provided for. It is a large question of administration.

Q. What course would you advise a teacher to follow in a rural district, if there happens to be an outbreak of a contagious disease in the community, known as childrens' disease?

A. These are always hard problems to deal with. These problems of vaccination are problems of education on which I can not think of offering more on the subject than is offered by law. The law says they must be exluded. Now, I think if we were patient and reasonable we can very often accomplish a great deal without any complications. I think this should be done by the Health Department of Pennsylvania. There is a health inspector appointed in each district, and in the last analysis the health inspector is the authority. While the teacher may under the law exclude such a pupil, the question of the responsibility eventually rests upon the Health Department.

Q. Should the one-room school be abolished?

A. The one-room school not only should not be abolished, but I presume never will be abolished. Our children's children and our children's children's children will not see the last of the one-room school houses. There will always be a time when there will be a one-room school. It might interest you to know that there at the present time 10,000 one-room school houses in Pennsylvania, and many of these, perhaps most of them, are located in districts, sections and communities where it is impossible or impracticable to transport pupils to any other place, and in such places the rural school will always be in existence. It is well to make it just as habitable, just as complete in its equipment to educate the children that go to that school as we can. That opens up a very fundamental question. Now, we hear complaint about the rural school education. We put the responsibility on the school itself, and say it is the school that is in fault. I want you to look at that matter just for a moment. Sometimes I think of my old home twenty-five years ago when, on any Friday night in the month, we could get together forty or fifty pupils, parents and teachers of

the schools and have a splendid social time of it. We had a social center, long talked about. What are the present conditions? I was back the other day and said to my brother, "Who lives there on the old farm?" He said, "Mr. Blank." "Any children going to school?" "No." "Who lives on the farm over there now?" "This place is now uninhabited, and that farm is operated by another man." "Who lives on the farm west of us?" "He has no children at all." "Who lives down below?" "There is nobody living in that house at all." The fact of the matter is that there are no pupils living in that community to have a social center. There were but three or four or five children in that community going to school. That is not the fault of the schools. It grew out of the social and economic conditions. Somebody had the brains to invent the harvester and that took seven or eight men out of the community. These men were taken away because one man used his brains and invented a machine that would do the work. They still needed men to follow the machine to do the binding. Some man came along and said, "There is no use in having these men," and he invented a binder. These men were taken away. Where did these men go? They went to the city and to the factory that built these machines; and so the economic and commercial conditions have taken these men away from this community. I defy anybody to say that a community with three or four children going to school can have social centers if there are only a half dozen people in the neighborhood. Now, we do not do our best to centralize these schools. It would be much better if these three or four children could be put into a wagon and carried three or four miles to the school, and everybody were part of the school in the central part of the district. We should get better results, I am sure. The fact of the matter is that these people in that community did not have the need for social intercourse that we once had. A mailman brings the mail every day. They have the newspaper, and they have the telephone. These conditions should all be considered.

After Dr. Becht had answered all the written questions, there was some discussion of the subject of vaccination and compulsory education in the schools.

REPORT OF LEGISLATIVE COMMITTEE.

Mr. M. H. Henning, of Wilkinsburg, chairman of the Legislative Committee, submitted the following report which was adopted as submitted by sections:

The Legislative Committee met this morning in the Technical High School at 10:40 a. m., with the following members present: M. H. Henning, Wilkinsburg, chairman; T. G. Magee, Altoona; J. D. Orr. Lynchburg; and James M. Wuchter, Allentown. Thomas G. Megee, of Altoona, was unanimously elected secretary of the committee. Several papers and resolutions were presented to the committee from different districts, upon which no action was taken. The committee adjourned to meet at 1:30, Room 6, Technical High School, when the following members present: M. H. Henning, T. G. Magee, J. D. Orr, James M. Wuchter, and H. M. Lessig, Pottstown. The following business was transacted:

We again recommend, as we did at our last session, legislation as follows:

1. That we recommend that the names of all candidates for the office of school director shall appear only on non-partisan ballots.

2. That we again recommend, as we did at our last session, legislation to enforce proper recognition of properly organized training schools for teachers.

3. That we strongly recommend an increased appropriation for the direct maintenance of our public schools.

4. That the title of the Act of 1913, Pennsylvania Legislature, Law 272, regulating the opening of fire escapes, be changed so as to make it a part of the School Code.

5. That we favor the mending of the Code so that the county commissioners of every county in which there are less than four hundred teachers be required to furnish the county superintendent of schools with a stenographer for three days each week, or for such part of the time as may be necessary; and that in counties of more than four hundred schools, the commissioners be required to furnish the county superintendent with a stenographer for the entire year.

6. That we oppose the passage of any legislation or enactment of the law whereby any consecutive employment of a teacher in a district shall constitute permanent employment or life tenure of said teacher in said school district.

7. That we oppose the passage of a law providing any compensation for directors on attending the meetings of any school board.

8. That we oppose any legislation affecting the present law regulating compulsory vaccination.

We further recommend:

9. That we oppose all legislation tending to remove the schools further from the direct control of the people respecting either their administration or taxation. We therefore oppose any legislation abolishing local school government and known as the county unit system, whereby the schools will no longer be administered by local school boards, but rather from the county seat, as recommended recently by the Committee of the State Educational Association of Pennsylvania.

10. That the employment of instructors of agriculture, domestic science and manual training be permitted, the board employing them to be the judge of their competency and their credentials.

11. That we recommend that township high schools receive the same amount of state appropriation as high schools in boroughs of the same class.

12. That we recommend (1): To have Section 506 of the School Code amended so as to be consistent with Article 9, Section 8, of the Constitution and with the General Acts of Assembly relating to increase of indebtedness. (2) To have Section 508 of the School Code amended so as to be consistent with the Constitution and Acts of Assembly and to make

the "two per centum" mentioned therein specifically refer only to the "two per centum" that districts may incur without the vote of electors. (3) To have the final clause of Section 506 of the School Code, relating to time of incurring any increase of indebtedness, stricken out or repealed so as to permit of such action being taken at any stated meeting of the board of directors.

13. That we recommend such legislation as shall render compulsory the procuring of the legal residence of all children of school age admitted to private or public home institutions and that such legal residence register shall be filed with the board of education of the district to which said private or public home institution is located.

14. That we favor the repeal of all legislation which requires school boards to pay state tax on all school debt, both bonded or funded.

15. That we recommend that the Code be so amended as to permit school boards maintaining open air schools to pay for the cost of food, clothing and transportation of the children attending such schools.

16. That the Code be amended so as to make optional to the board maintaining township high school whether they shall pay transportation charges in the case of a child who lives more than three miles from said high school or pay the tuition for the child in a more convenient high school in an adjoining township or borough.

17. That we urge strongly that the State Board of Education shall preserve the form of the School Code by having all new acts and proposed legislation submitted as sections of the Code and properly indexed as such, and further in so far as the meaning of the Code has been changed by decisions of the court, that the language of the Code may be made to conform to the decisions of the court.

Signed: M. H. Henning, T. G. Magee, J. D. Orr, H. M. Lessig, James M. Wuchter, Committee.

REPORT OF NECROLOGY COMMITTEE.

Mr. J. Milton Lutz, of Llanerch, submitted the report of the Committee on Necrology, which was adopted as follows:

Your Committee appointed on Necrology submit the following report. Since the last meeting there have passed away at least four members of this Association, all of whom were officers. In the death of William H. Bowen, for many years our efficient secretary, and James W. Howerth, who in like manner for many years served the association as treasurer, this association has sustained an irreparable loss. In the passing away of J. Arthur McFarland, second Vice-President, we lose one of our always-present and ever-willing workers. In Miss Abbie Walton Wilder we lose a member who was very much interested in the work of this association. Mr. Bowen also served this body as its President during the year 1906. Therefore be it

Resolved, that a suitable record be made in the minutes of the proceedings of the meeting, of our esteem and respect for our deceased members, and a letter as a testimony of our sympathy, be addressed to the families of the deceased members by the Secretary.

Signed: J. Milton Lutz, Thomas Alexander, A. E. Burnaford, Committee.

RESOLUTIONS ADOPTED.

The report of the Committee on Resolutions was then presented and approved as follows:

The Committee on Resolutions submits the following report:

1. That the following resolutions be adopted:

(a) That the General Assembly be requested to so amend the ballot law as to make the election of school directors come on a non-partisan ticket.

(b) That this Convention go on record as being opposed to the enactment of any legislation having for its object the permanent employment of life tenure for teachers.

(c) That the Department of Public Instruction be requested to prepare a record book for the use of secretaries of School Boards so that their accounts may be kept in conformity to the new report blank.

(d) That this Convention go on record as favoring such an increase in the state appropriation as will put into effect the following provisions of the School Code: (1) The payment of $400 per year to third class high schools, $600 to second class, and $800 to first class. (2) Raising the minimum salary for teachers to $45 and $55. (3) The appointment of assistant county superintendents of schools.

(e) That the Legislative Committee of this association be and is thereby authorized and directed to appear before the State Board of Education as well as before the Committee on Education of both the Senate and House of Representatives for the purpose of advocating the changes and amendments to the School Code as indicated by the report of the Legislative Committee and that any expense incurred thereby be paid by this Association.

(f) That we extend our sincere thanks to the School Board, the pupils of the schools, the press, and the citizens of Harrisburg for their hospitality and courtesy extended to us while in their city.

2. That the following resolution presented by the delegates from Tioga county be not adopted:

Whereas: The enforcement of the present law relative to compulsory vaccination is a menace to the welfare of our public schools and infringing on human rights and the principle of personal liberty; and furthermore, that many schools are closed entirely and others have but very few scholars on account of the refusal of the parents to have their children vaccinated; that we stand unalterably opposed to the compulsory vaccination law in the present form, and would advise the repeal of amendment of the same, to the effect that if enforced at all, it be left to the discretion of the school Directors of any district and practiced only when smallpox may be prevalent in that district or adjoining districts.

3. That the following preamble and resolution presented by the delegates from Pike

county be referred to the Legislative Committee:

Whereas, School Directors' Conventions are authorized by law and are for the purpose of bringing together directors to discuss ways and means for improving the schools of their districts, it is therefore the duty of every director unless prevented by unavoidable circumstances to attend.

Whereas, any school director who fails in the performance of the duties of his office, either by neglecting to attend the directors' convention or the regular meetings of the Board, is of little use to the schools and his place should be vacated.

Whereas, we believe there is great need in our schools for agricultural education to the end that boys and girls may be induced to remain on farms and become producers instead of going to the congested cities and becoming consumers.

Whereas, we believe that in order to bring about such schools, more state aid should be given, and that agricultural teaching should be compulsory in high schools and that the state should bear the entire cost of such schools and as well pay the expenses of scholars attending such schools in the county in which they reside. Therefore, be it

Resolved, That our delegate to the School Directors' Convention, to be held in Harrisburg, be requested to bring this matter before that body to the end that the Legislature be asked to enact such legislation as will eventually provide for the maintenance and expense of pupils while attending.

Resolved, Also that we request our delegates to present the matter of revision of the courses of study in our schools that they may be simplified to the best advantage for the minds of the pupils.

Signed: Titus M. Ruch, W. F. Eberle, Charles H. Bates, Committee.

REPORT OF COMMITTEE ON NOMINATIONS.

Mr. Harry P. Yost, of Reading, Chairman of the Committee on Nominations, presented the report as follows, which was adopted as read, and the officers named therein were elected officers for the coming year:

President—J. Newton Rhoads, Reading.

1st Vice-President—Dr. Cameron Shultz, Danville.

2nd Vice-President—Mrs. Thomas G. Cooper, Lansdowne.

3rd Vice-President—D. J. Thomas, Scranton.

Secretary—D. D. Hammelbaugh, Harrisburg.

Executive Committee—Charles M. Magee, Easton; S. R. McClure, Braddock; W. G. Davis, McKeesport; Dr. R. J. Yost, South Bethlehem; Harry A. Boyer, Harrisburg.

Legislative Committee—Thomas G. Magee, Altoona; H. M. Lessig, Pottstown; M. H. Henning, Wilkinsburg; Dr. J. D. Orr, Leechburg; A. E. Burnaford, Wilkes-Barre, James Wuchter, Allentown.

Mr. S. R. McClure: Mr. President, for several years we have been accustomed to come to the Central High School on the morning of our last day here, and I move that if we are again invited to visit the Harrisburg High School, we accept such invitation. The motion was agreed to unanimously.

Mr. H. M. Lessig: Mr. President, I desire to offer a resolution that a formal vote of thanks of this convention be extended to the faculties of the High Schools for the assistance they have rendered in making this convention a success, and to the executive committee of this convention and to the president, Harry A. Boyer, of Harrisburg, for their efficient services. The resolution was unanimously adopted.

CLOSING REMARKS.

President Boyer: Members of the convention, I wish to thank you very much for your interest shown in this convention now closing its sessions, and to renew my earnest desire that all further conventions be a complete success. I beg to introduce my successor, Mr. Rhoads, of Reading.

The new President said: Ladies and Gentlemen, I very much appreciate the action that you have just taken in making me the next president of this convention. This is not the time for me to make a speech. I will endeavor to do that some other time. I want to say this, however, that if our convention next year is not successful it will not be my fault.

The convention then adjourned.

MEMBERS IN ATTENDANCE.

Adams—John L. Kauffman, York Springs; Eli Garretson, Gettysburg; Martin Kime, Gettysburg; John H. Menges, Hanover; Harry B. Slagle, Hanover, R. D. No. 6.

Allegheny—W. E. Bradley, Glassport; J. D. Anderson, Wilkinsburg; M. H. Henning, 424 Sixth Ave., Pittsburgh; J. R. Wylie, Wilkinsburg; James M. Anderson, Wilkinsburg; L. R. Hagan, Wilkinsburg; Thomas Alexander, Braddock; Ira C. Harris, Braddock; A. O. Marks, Braddock; E. N. Patterson, Braddock; H. W. Peters, Braddock; W. G. Davis, McKeesport; W. H. Langham, Homestead; J. O. Bower, Bellevue; A. B. Golden, Glenfield; William E. Taylor, Turtle Creek; Andrew G. Smith, Berger Building, Pittsburgh; James G. Hays, Swissvale; S. R. McClure, Braddock.

Armstrong—Dr. J. D. Orr, Leechburg; F. Reisgen, Ford City; Albert E. Bower, Ford City; E. S. Parson, Ambridge; Edwin E. Gray, Ambridge.

Beaver—E. S. Parson, Ambridge; Edwin E. Gray, Ambridge; David C. Locke, Beaver; H. J. Beck, South Heights; S. B. Todd, Conway.

Bedford—Augustus Troutman, Saxton.

Berks—W. L. Rhoads, Boyertown; Oscar M. Koller, Fleetwood; Solon S. Bausher, Hamburg; J. Newton Rhoads, Reading; Horace C. Schlemm, M.D., Reading; Dr. E. S. Brownmiller, Reading; Dr. E. D. Schaeffer, Reading; Harry J. Yost, Reading; Edwin S. Leinbach, Womelsdorf; H. L. Althouse, Wyomissing.

Blair—Thomas G. Magee, Altoona; William E. McKee, Altoona; James S. Flick, Altoona; W. F. Eberle, Altoona; D. S. Keith, Altoona; Charles

F. Black, McKee; M. W. Renfer, Roaring Springs; R. A. Zentmyer, Tyrone.

Bradford—E. S. Andrews, Powell; Ford Bosworth, Wyalusing; J. Andrew Wilt, Towanda; James E. Miller, Monroeton.

Bucks—Lewis R. Bond, Morrisville; Stack Brown, Newtown; T. Sidney Cadwallader, Yardley.

Butler—A. G. Black, Slippery Rock.

Cambria—J. C. Griffith, Johnstown; D. M. S. McFeabers, Johnstown; Ellsworth Rowland, Nanty Glo; Lyman Sherbine, Wilmore.

Cameron—Fred K. Zimmer, Gardean.

Carbon—Thomas Costenbader, Mauch Chunk.

Center—Henry F. Bitner, Center Hall; Thomas I. Mairs, State College.

Clearfield—Harry C. Conner, Burnside; A. G. Kramer, Clearfield; William Wingert, Luthersburg.

Clinton—John Lomax, Farrandsville; James I. Shoemaker, Lock Haven; M. A. Stimpson, Westport.

Columbia—J. W. Bowman, Rohrsburg; William C. Hosler, Benton; A. W. Eves, Millville, R. D.; J. H. Sitler, Berwick, R. D. 3; James C. Brown, Bloomsburg.

Crawford—Alva Reynolds, Linesville, R. D.; C. E. Spicer, Titusville.

Cumberland—John D. Braught, Carlisle; J. C. Cope, Carlisle; J. F. Good, New Cumberland; W. A. McLaughlin, Carlisle, R. D.; Dr. S. W. Preston, Balfour; James A. Steese, Mt. Holly.

Clarion—L. F. Bigler, Reedsburg; E. E. Brisbin, Clarion.

Chester—George L. Hutton, Berwyn; Dr. S. C. Smucker, West Chester.

Dauphin—John B. Ebersole, Middletown; Dr. John H. Lehr, Lykens; S. S. Pick, Millersburg; J. E. Rutherford, Paxtang; William A. Boll, Harrisburg; Harry A. Boyer, Harrisburg; Harry M. Bretz, Harrisburg; Charles S. Fohl, Harrisburg; Adam D. Houtz, Harrisburg; George W. Kennedy, Harrisburg; Millard Saul, Harrisburg; George A. Werner, Harrisburg; Rev. William N. Yates, Harrisburg; D. D. Hammelbaugh, Harrisburg.

Delaware—Thomas G. Cooper, Lansdowne; William F. Booth, Chester; John Butterworth, Chester; Randal P. Dutton, Newtown Square; John F. T. Lewis, Broomall; William O. McClurg, Chester; Harry C. Park, Eddystone; Sara V. Velotte, Media, R. D. 1.

Erie—P. C. Harned, Edinboro.

Elk—John G. Dickinson, Ridgeway; D. J. Driscoll, St. Marys.

Fayette—Jesse H. Dils, New Geneva; E. Dale Field, Uniontown; C. Roy Hetzell, Connellsville; J. W. Miller, Grindstone, R. D.; L. C. Patterson, Brownfield.

Franklin—Scott Cunningham, Waynesboro; W. B. McDowell, Williamson.

Greene—J. W. Stewart, Jefferson; Frank F. Sutton, Waynesburg.

Huntingdon—W. A. Brown, Huntingdon; Walter D. Henderson, Warriors Mark, R. D.

Indiana—J. T. Bell, Indiana; E. M. Lockard, Indiana.

Jefferson—J. Frank Raine, Sykesville; J. C. Smith, Falls Creek, R. D. 1; Charles J. Zetler, Falls Creek.

Lackawanna—Thomas J. Boland, Archbald; P. J. Boylan, Carbondale; F. D. Brundage, Peckville; D. Morris Davis, Taylor; A. M. Goodrich, Olyphant; Joseph Girdzennis, Throop; M. J. McDonald, Scranton; D. J. Thomas, Scranton; J. T. Murphy, Archbald; John S. Rees, Peckville; L. E. Reed, Taylor; E. B. Rogers, Elmhurst.

Lancaster—W. Scott Bushong, Rohrerstown; A. G. Heisey, Elizabethtown; J. Adam Herr, Lancaster, R. D. 4; Adam L. Landis, Bird-in-Hand; O. E. Martin, Smithville.

Lawrence—R. D. Dawson, New Galilee, R. D. 3; Charles S. Ferguson, Wampum; A. H. Flower, Enon Valley; C. S. McCullough, Edenburg; J. H. Russel, Enon Valley.

Lebanon—Dr. Wm. T. Bruce, Lebanon; Samuel H. Derickson, Annville; H. B. Gingrich, Lawn; Clark G. Long, Jonestown; Harrison Souder, Cornwall; Dr. D. U. Wolff, Myerstown.

Lehigh—J. C. Rausch, Allentown; J. M. Wuchter, Allentown; A. N. Kuhns, Orefield; Chas. P. Heller, Emaus; Ralph J. Schmoyer, Breinigsville; Harry F. Kestler, Wanamakers; H. B. Weaver, Catasauqua.

Luzerne—E. C. Barrett, Wanamie; A. E. Burnaford, Wilkes-Barre; John Dzurik, Glen Lyon; W. F. Herr, Walwallopen; Josiah Beech, Edwardsville; James Carr, Luzerne; J. E. Hughes, Mocanaqua; H. W. Saums, Wilkes-Barre; Robert A. Wallace, Parsons.

Lycoming—Chas. H Bates, Williamsport; Henry G. Eisenmenger, Hepburnville, R. D. 1; P. F. Hartranft, Montgomery; T. J. Holmes, Jersey Shore; J. T. Walizer, DuBoistown.

McKean—W. E. Berridge, Bradford, R. D. 1; James F. Magee, Bradford; W. F. St. Clair, Custer City; Isaac Walker, Rew City.

Mercer—H. B. Wert, Sharpsville; N. L. Euwer, Jackson Centre.

Mifflin—W. E. Brown, Milroy; H. C. Swyers, Yeagertown; Herman Zook, Belleville.

Monroe—J. W. Doll, Bartonsville, R. D. 1; Jacob Green, Sciota; Norman H. Fenne. Sciota.

Montgomery—W. K. Groff, Jenkintown; Carroll Downs, Narberth; John Leckie, Cheltenham; S. L. Messinger, D.D., Trappe; N. F. Schmidt, Schwenksville; Amos H. Schultz, Worcester; H. M. Lessig, Pottstown; J. H. Carey, Pottstown; F. C. E. Milhouse, Pottstown; A. G. Romich, Pottstown.

Montour—Eugene M. Applebaugh, Danville; George M. Dye, Milton; E. H. Robinson, Danville; Dr. Cameron Shultz, Danville; Charles E. Shives, Jr., Strawberry Ridge.

Northampton—Philip Alterizio, Roseto; Thos. A. Boyer, Northampton; Milton H. Cole, Northampton; L. J. Broughal, South Bethlehem; R. J. Yost, South Bethlehem; Robert M. Heine, Bath; Dr. E. C. Miller, East Bangor; B. W. Ribble, Bangor; Titus M. Ruch, Hellertown; Newton R. Haas, Easton; Charles M. Magee, Easton; Floyd C. Sandt, Easton; F. W. W. Shurman, Easton.

Northumberland—Calvin Hoy, Milton; D. L. Albright, Milton; Edward Brennan, Shamokin; A. L. Broskey, Shamokin; M. J. McBride, Shamokin; W. A. Mangle, Shamokin; John A. Aadamiak, Shamokin; Patrick Ryan, Shamokin; John A. Hils, Sunbury, R. D. 2; N. J. Grell, Locust Gap.

Perry—James A. Noel, New Germantown; J. L. Snyder, Liverpool.

Pike—Julius W. Kiesel, Milford, R. D. 1; Edward Roberts, Mill Rift.

Potter—James F. Hurd, Galeton.

Schuylkill—Clinton Reber, Auburn; J. H. Umberger, Pottsville; Dr. Thomas W. Swalm, Pottsville; John J. Mathias, Mahanoy City.

Somerset—Robert W. Lohr, Boswell; J. I. Steele, Johnstown, R. D. 4.

Sullivan—G. B. Casman, Wheelerville; H. R. Henning, Lopez; Harvey Phillips, Muncy Valley; R. Harvey Taylor, Muncy Valley.

Susquehanna—S. J. Hurley, Susquehanna; E. A. Reynolds, Uniondale.

Tioga—John N. Hotchkiss, Lawrenceville; Frank E. Reinwald, Gaines.

Union—J. N. Glover, Vicksburg.

Venango—F. L. Bensinger, Franklin; Dr. A. W. Ricketts, Franklin, R. D.; H. W. Hoover, Polk.

Warren—William Pearson, Pittsfield; J. W. McClure, Youngsville; C. A. Wheelock, North Warren.

Washington—J. Willis Martin, Washington, R. D. 2.

Wayne—O. E. Burrus, Ariel; J. E. Cross, Sterling; Reuben Lancaster, South Sterling; Arthur J. Simons, M.D., Newfoundland; M. M. Hinds, Waymart, R. D. 2; F. G. Turner, Waymart, R. D. 1.

Westmoreland—G. S. Marnhart, Greensburg; E. J. Caldwell, Saltzburg, R. D. 3; C. H. Dies, Monessen; William P. Houser, Ruffsdale; S. O. Hugus, Latrobe, R. D. 3; Reid T. Stewart, Arnold, R. D. 1.

Wyoming—J. G. Pierson, Meshoppen; F. M. Swetland, Mehoopany.

York—H. S. Flinchbaugh, Springvale; J. H. Naylor, Dover, R. D. 2; J. C. Stewart, Laurel, R. D. 2; Henry Wolf, Mount Wolf.

Philadelphia—Andrew J. Pfaff, No. 1020 Arch St., Philadelphia.

SECRETARIES' ASSOCIATION.

THE Second Annual Convention of School Board Secretaries of Pennsylvania was held in the Technical High School auditorium, Harrisburg, on Wednesday, February 3, 1915. It was called to order at 9:45 a. m. by President R. E. Peifer, Secretary of the School Board at Easton.

The Secretaries were welcomed to the Capitol City by D. D. Hammelbaugh, Secretary of the School Board at Harrisburg.

The President of the Association spoke as follows on the organization of the Association and its work:

ADDRESS OF THE PRESIDENT.

Gentlemen: Owing to the character and extent of the program for the day, I shall omit the usual preliminaries and get immediately to the subject which I assigned to myself in the same manner as the other assignments were made, without consultation or consent.

The Association of School Board Secretaries was organized last year for the sole purpose of increasing the efficiency of the business administration of the public schools of Pennsylvania. In the consideration of the modern school system there are two logical divisions—the Professional or Educational and the Business Control. The educational features we shall not discuss as they are problems for the superintendent. It is the concensus of opinion of educational experts of this country that the business control of schools is a distinct branch of school work, and it is the recommendation of many of them that this work be performed by a business executive. This was also the evident intent of the framers of the School Code when they inserted Section No. 318, providing for the general supervision of all the business affairs of the district by the secretary. In some districts this man has been used successfully for years, but unfortunately in others the importance of the business affairs of the district has been overlooked. In many districts much of the business is done by the various committees and individual members of the board, or by the superintendent. In either event, there is no fixed responsibility for the performance of these duties, and they are often done accordingly.

Years ago the doctor pulled teeth and examined eyes, besides prescribing for the minor ailments of the body. To-day we have three distinct professions to do the same work, besides any number of specialists. In the infancy of the school system, the superintendent of schools was secretary, treasurer, bookkeeper, purchasing agent, superintendent of buildings, and superintendent of supplies, and in addition trained teachers and supervised schools. It is not fair to ask the modern superintendent, trained to supervise schools and plan courses of study, and burdened with the manifold professional obligations imposed by the modern educational schemes, to assume all these duties.

The present is the age of specialists. In order to obtain the highest efficiency in the administration of business affairs, it is necessary that the persons to whom these affairs are entrusted shall have special training in their work. Much of this training can only be acquired by experience and for this reason, I think, much good would result if the term of office of the secretary, who is not a member of the board, were increased to a period of four years. The practice in many districts of changing this office every year—mainly for political reasons—is a great hindrance to efficient administration.

The importance of the business administration of schools being established, it is essential that the secretary be competent and fitted for the performance of his duties. In order for a school district, or an individual, to acquire ability, it is necessary to pay for it. Many Boards of Directors fearing criticism by the taxpayers and voters—and there is always a class of people who preach economy though mistaken as to what that may be—are afraid to pay a salary that warrants the services of a competent man. Wise provision is made for a minimum salary of the superintendent, and there is every reason to believe that a minimum salary for the secretary would increase greatly the efficiency of the business control of schools and eventually result in a financial saving to the district.

Along this same line of thought, I desire to call your attention to the report of the committee on Rural Schools, recommending the adoption of the county unit plan. This report recommends that the County Superintendent act as the secretary and business agent for such county board. This plan is contrary to our belief, and to the methods used in the best regulated districts. I will not discuss the merits of the county unit plan, but I do not think this plan should receive our support unless provision be made therein for the election of a secretary who shall have the supervision of the business affairs of such district. If there is any merit in having this supervision in the city district, surely the need of supervision is greater in the rural district where, without doubt, the room for improvement of business administration is greatest.

Various other subjects will be discussed during the day. Thus we come to the real work of our association, "the getting of

results." There are two ways to accomplish this: First, by means of education, such as conventions, publication, etc. This course is of great value but necessarily slow, as most of us find it difficult to change our habits, and still more difficult to change the traditions of a district or the customs of a Board of Directors, especially when some of the members have served for a long time. The other method is through the channels of Legislation. This is no doubt the most direct route, and although we should not neglect the importance of education, we dare not overlook the possibilities in legislation. According to general opinion, there will be some revision of the school code by the present Legislature. In this event, it is up to us to influence and urge legislation favorable to our department. The other departments will look after their affairs. There is no reason why a concerted effort on our part should not have the desired result.

We appreciate that the amendment of a code of laws so universally approved should be approached with due caution and thought, but in any consideration the needs of a more highly developed business administration are surely worthy of analysis.

In conclusion, I want to emphasize the fact that, while we are organized for the purpose of stimulating a right interest in business supervision, we extend most cordially to those charged with the supervision of the schools of Pennsylvania on the scholastic side our hearty co-operation and support.

SECRETARY AS BUSINESS MANAGER OF DISTRICT.

Mr. W. J. Flynn, Secretary of School Board at Erie, opened the discussion on "The Secretary as the Business Manager of the District" and spoke as follows:

The fixing of responsibility for recommendations made and work performed is a prime requisite to the successful administration of public affairs. This is the underlying thought in the administrative plan that has been worked out in Erie. Erie is a school district of the second class with nine elective directors. We recognize two natural divisions of school work, the instruction and the business. This suggests the creation of two departments and we have designated one as the Department of Instruction and the other as the Department of Finance and Property. To supervise the affairs of each department, standing committees of the Board of School Directors have been appointed, called respectively the Committee on Instruction and the Committee on Finance and Property. The President appoints four members of the Board to the Committee on Instruction and four members to the Committee on Finance and Property one of which group in each case he designates as Chairman. Under the rules the President is ex-officio a voting member of each committee. This has the result of creating two committees of uneven numbers with the President as a member of each and consequently in touch with all that is transpiring. These two committees meet weekly and the entire membership of the board gets notice of each meeting. The District Superintendent and the Business Manager attend all committee meetings, the Superintendent being the active officer at the meeting of the Committee on Instruction and the Business Manager being the active officer at the meeting of the Committee on Finance and Property. These two committees dispose of all work delegated to committees by the board under its rules with the exception of the occasional activity of what is known as the Executive Committee. This committee consists of the president of the board, the chairman of the committee on finance and property, the chairman of the committee on instruction, the business manager and the district superintendent. To it are referred the consideration of the annual budget and the consideration of proposed amendments to the rules and regulations of the board and districts and such extraordinary matters as the exigencies of some situation may suggest. The board meets in regular session monthly and on rare occasions in committee of the whole.

It will be seen from the consideration of this plan of administration that it is the purpose of the Erie Board of School Directors to so map out its work so as to fix responsibility. It makes the president the executive head of the school system, it divides its work into two natural departments. It has two chief executive officers, to one or the other of whom every employee of the school district is answerable. It is believed that under this plan it is possible to place within reason the responsibility for a mistaken policy and the failure to execute orders or an execution of orders that is not in accordance with the rules or policy of the board of directors. It enables a board that is progressive to carry out a constructive scheme of work and to relieve itself by placing upon its executive officers and associates the performance of minor details of work. Under it, the Board of School Directors determines the general policy after conference with its officers. The officers are charged with the duty of executing that policy, and it is known that they will be supported by the board in any action taken to accomplish the work outlined. In reducing the number of active committees to two, it tends to economy of the time of the director who is sacrificing his own interest for the public good, it prevents an overlapping of committee responsibilities, it requires but two committee reports to the board, and, in general, it retains the best features of committee work without that too prevalent feature of subordinating the major to the minor body. The test of the current year has demonstrated the success of the plan.

Mr. F. L. Bensinger, Secretary of the School Board at Franklin, gave a short practical talk on School Finances, Appropriation, and Accounting.

Mr. A. W. Moss, Secretary of the School Board at Wilkes-Barre, gave a very interesting talk on Fire Insurance for School Buildings, illustrated with a chart on the blackboard, and advocated the insurance

of school property in the larger districts in a blanket policy with the 80 per cent. clause.

The President announced that the next thing in order was the election of a nominating committee. The following were placed in nomination and, on motion, were elected by acclamation: Dr. R. J. Yost, of South Bethlehem; Mr. F. Riesgen, of Ford City; Mr. A. W. Moss, of Wilkes-Barre; Mr. F. L. Bensinger, of Franklin, and Mr. Titus M. Ruch, of Hellertown.

WEDNESDAY AFTERNOON.

THE Treasurer, Mr. W. T. Norton, Secretary of McKeesport, submitted a financial statement showing that forty-two secretaries enrolled last year that the expenditures had been nothing, and that the balance in the treasury was forty-two dollars ($42.00).

The Legislative Committee recommended the following:

1. That the law be so changed that school bonds issued by school districts be not subject to state tax.
2. The enactment of a pension law that shall include all employees of school districts.
3. That Section 303 of the School Code be so changed as to fix the term of office of the secretary for four years, and not to expire during the same year as that of the superintendent.
4. The establishing of uniformity in the assessing and collecting of all local taxes, so that there shall be one assessment of property for all kinds of local taxation, and one collector or receiver of all taxes of every kind collected locally.
5. The incorporation in any act for the establishment of a county unit of a provision for distinctive business management of each county.

The Committee on Nominations presented the following report, which was approved.

President—W. J. Flynn, Erie.

Vice President—Chas. H. Meyer, Johnstown.

Secretary—D. D. Hammelbaugh, Harrisburg.

Treasurer—W. T. Norton, McKeesport.

On motion, the report was received and the chairman of the committee directed to cast the ballot for the officers. The President announced that the officers were elected as per the recommendation of the committee.

Mr. Peifer suggested that the By-Laws be so amended as to include a Membership Committee.

Dr. J. George Becht, Secretary of the State Board of Education, was introduced as a representative of the Governor, and made a few remarks as to the benefits to be derived from an organization of this kind.

Mr. G. W. Gerwig, Secretary of the Board of Education of Pittsburgh, gave an address on "Public Schools and Public Service," in which he advocated the larger use of school buildings for the benefit of the general public, so that the people would get a larger return on the money invested, this use to include public playgrounds, recreation centres, lecture courses and night schools.

Mr. William Dick, Secretary Board of Education of Philadelphia, made the following address on The Business Administration of the School District:

BUSINESS ADMINISTRATION OF SCHOOL DISTRICT.

One of the most significant facts in the development of our country is the real progress of the public school system during the period beginning about fifty years ago. In the State of Pennsylvania, with which we are more concerned, the advance has not, perhaps, been so rapid as in some other states. Neverthless, with that conservatism characteristic of Pennsylvania, we have steadily but surely endeavored to keep pace with progressive thought and action in the conduct of our schools.

The function of public school authority is no longer confined to the organization and control of the school alone. The public school is now recognized everywhere as the greatest and most popular of our social institutions. This carries with it greater responsibilities and calls for increased facilities for meeting the demands of the people, involving of course larger expenditures of public money and the needful exercise of care and wisdom in the administration of the affairs committed to the hands of the various school boards.

In public business, into which no element of competition enters and the problem of everyone is to get the greatest results for the smallest expenditure of money, meetings such as this of to-day are invaluable as a means of exchange of ideas. No one of us has a monopoly of thought on school government, hence each can impart something of value to others. The school district of Philadelphia does not differ from the smallest school district in the state, except that by reason of its size the solution of its problems may be more complicated. If our experience, however, has developed anything that may be of use to others, we wish to give of that experience to aid them in solving old problems or in attacking new ones.

In the larger cities or school districts, as well as in towns and cities of the class in which we are assembled to-day, the public school problem with its various activities can not be judiciously administered by the boards of school directors without the aid of competent executives. The details of management must therefore be delegated to its officers and trained experts, whose duties should be to recommend to the board for adoption such projects as to them seem necessary and

to administer accordingly. As representatives of said boards, we have met here to-day for presentation and discussion of such matters as appear pertinent to our official duties. The object and aim of this Association are, as stated in its by-laws: (1) The discussion of questions relating to the business affairs of school districts. (2) The advocacy of needed legislation on the subject of financial matters. (3) The general promotion of office and business efficiency. With the last-named in mind, I have prepared a paper dealing somewhat directly with that subject.

Simplicity and directness are the keynotes of efficiency, a word much used in these days, and by a grouping of the work of a school district under the two heads, pedagogy and finance, both simplicity of organization and directness of results are obtained. In a well-organized business, conducted under simple methods and managed by competent officials, much of the details of the work may be performed by an average grade of employees. On the other hand, with a poorly-organized force, using faulty methods, the rank and file of the employees may be above the average in intelligence and still be unable to accomplish much, primarily through lack of the proper leadership.

The vast amount of public funds, collectively, that is expended annually for the support of the public schools requires each year more and more attention than it has hitherto received in the accounting of said funds. The most recent statistics of the United States Government Bureau of Education for the year 1912–1913, show that $482,886,793 (8 per cent. more than the previous year) were spent on the public schools of this country. The latest report issued by the United States Commissioner of Education shows that in the three cities of Pennsylvania (Philadelphia, Pittsburgh and Scranton), having a population of more than 100,000 each, there was expended for public schools during the school year of 1912–1913 the sum of $14,125,825.

For the same period in sixteen Pennsylvania cities having a population between 25,000 and 100,000, the sum of $4,935,942 was expended; and in thirty-four cities of the third class, with a population ranging from 10,000 to 25,000, $3,061,862 were spent; while in the sixty-six towns with five to ten thousand population, $3,062,517 were disbursed. The several school boards to which these moneys are entrusted must always be prepared to show just how, why, where and when they have exercised that trust.

For many years the wisdom of proper supervision of the instructional side of public school systems has manifested itself in the improved methods prevailing and the general good results obtained. The several superintendencies with their various subdivisions have, by correlating and co-ordinating the work of the various departments, reached such a degree of efficiency that comparative studies thereof may be made with the most beneficial results.

This organization, perhaps, is more noticeably true in the larger cities, towns or school districts, where greater opportunities are presented, and, to a lesser degree possibly, has obtained in a great many of the smaller communities. That the physical side of public school government has not yet reached such a state of efficiency and control is, in my judgment, due to the lack of supervision such as is given to the organization of the school system along scholastic and academic lines. If the control of all matters pertaining to instruction should be under supervision of one directing head, why then should not the responsibilities for the purchase of school sites, erection of buildings, purchase of equipment, supplies, etc., necessary repairs, and all other matters pertaining to the physical side of our school systems be under the control of one centralized manager or director, just as seems contemplated under the provisions of Section 318 of the School Code?

As it is now, in most of the school districts of Pennsylvania, much of the administrative work of this character is done by members of the school board individually or through the committee, and I believe, with perhaps a few exceptions, done capably and conscientiously, but often with no well ordered relation to what has been done by some other member or committee; for, as has been said by Dr. Leonard Ayres in a recent survey of the school system of Springfield, Illinois:

"The members of the board are unquestionably deeply interested and unhesitatingly self-sacrificing of their time and business interests in the service of the schools. This altruistic interest and personal self-sacrifice are splendid and valuable assets to the city; but it is the conviction of the members of the survey staff that their effectiveness could be greatly enhanced if the board would devote itself in far larger measure to the broader questions of policy, and delegate to its board officers the details of administration."

For illustration, you may find in some cities the matter of purchase of furniture, supplies, etc., delegated to certain members of the board, designated perhaps as the Committee on Supplies, and the duty of looking after needed repairs placed in the hands of others called the Repair Committee, and still another called the Sites and Building Committee—each acting more or less independently of the others in the expenditure of school funds, and all doubtless actuated by the sole desire to secure the best results for the schools. However, these several committee members chosen from the various walks of life can not possibly perform the duties thus assigned them with the same degree of efficiency that would follow the employment of a trained expert for that kind of service, nor should it be expected that school directors, elected to legislate, should be called upon to perform administrative duties belonging to a salaried official selected to administer the laws and decrees enacted by the school board. In other words, there should be a business manager or director whose business should be to work in conjunction with the superintendent in supplying, directing and supervising all that pertains to the physical needs of the school system.

The position of business manager of a school district has, perhaps, somewhat evolutionarily

developed about the secretary of the board of directors of the school district. In many instances, as the business responsibilities of the system become more complicated and more diversified, new departments or bureaus have been added, often in charge of officials directly responsible to the board of directors. With the increase in the number of such independent business divisions has come an increased complexity in the conduct of affairs, until we are beginning to realize that if the work is to proceed promptly and with the proper co-ordination, it must be under one responsible head. Thus has come about the need for a business manager for the schools.

The German government, with its increasing desire for efficiency, has led the way in establishing in its school system the two co-ordinate branches, Superintendent of Pedagogy and Superintendent of Finance, which after all is but the logical outcome of experience.

The adoption of courses of study, improved methods of instruction, schemes for the proper training and handling of special classes of children and the like, are all most important subjects for solution in the school system; yet, without an adequate solution of the financial problems and due consideration of the business propositions, the first would be almost valueless. Ample thought must therefore be given to the physical side of the school system if there is to be effectual administration; for the financial management of such a system no longer consists merely in recording the expenditure of money collected.

Addressing myself more particularly to cities and towns of the second and third classes, I am firmly convinced that either as business manager, or as business manager and secretary, as the local conditions would warrant, all matters other than those of an instructional character should be entrusted to such an officer, with full power to act for the school board, under such regulations as may be deemed prudent, but wisely affording such latitude of action as would enable him to act promptly and without hindrance in the performance of his duties as manager.

Of course it is needless to say that the business manager must be one in fact as well as in name; and unless a fully qualified and competent person is obtained, and remunerated accordingly, it would not only be useless but extremely unwise to adopt such methods of business control. It is penny wise and pound foolish to endeavor to secure a competent and businesslike official in any concern without a wise and liberal compensation for faithful services rendered. Chancellor, in "Our City Schools, their Direction and Management," says that the business manager or agent "should be an enterprising business man, familiar with every kind of value—real estate, bricks, books, paper, labor. He should advertise for bids for all kinds of materials and supplies needed; should foresee needs; keep the board from making financial mistakes; and, in a sense, do all the business for the board."

The duties of such an official should be: (1) The preparation of the budget of estimates and receipts. (2) The collection of revenues and the control and analysis of expenditures. (3) The construction, operation and repair of buildings. (4) The purchase of real estate and supplies; and such other duties as would naturally fall within the scope of business management. In the matter of collection of school revenue alone, an energetic official could more than save to the school board the amount of his salary in promptly following up and enforcing payment from delinquents.

One of the requisites of a well-managed school district is the keeping of proper records of all business affairs. Where there is no adequate recording of facts and figures regarding such transactions, confusion and embarrassment may follow, when by death or otherwise there is a change in the executive office. In these days of modern methods of keeping accounts, too much care can not be given to a proper recording and presentation of facts regarding the collection and disbursement of school funds.

It is everywhere recognized that besides a faithful accounting, there must be a uniform method of accounting of public school moneys, if for no other purpose than that of comparison. There is no form of public taxation that is less odious than the school tax, and it is due to the people who meet this call for school funds so cheerfully that they be given the fullest information regarding its expenditure, enabling them to see that they are receiving fully as much return for their money as is afforded other districts of like character. To make intelligent comparisons, a standardized method of computing school statistics and accounts must be followed, and this is what the United States Commissioner of Education, with the aid of other agencies, is striving to obtain. With a competent business manager in charge of the several school districts this can be more readily brought about.

Mr. W. J. Flynn, Secretary of School Board at Erie, also spoke on the subject of school bonds and their exemption from taxation by the state. This was a very popular subject and was most thoroughly discussed by the secretaries present. On motion of W. J. Byrnes, Jr., Secretary of Lower Merion Township, the following Resolution was adopted:

Resolved, That this convention go on record as favoring an amendment to the Act of the General Assembly for levying of a state tax on bonds, exempting from tax school districts issuing bonds and individual holders thereof.

On motion of Mr. A. G. Kramer, Secretary of School Board of Clearfield, the Legislative Committee was directed to prepare a bill to be presented to the General Assembly carrying out the provisions of the foregoing resolution.

Mr. F. Riesgen, Secretary of School Board of Ford City, spoke on checking and approving of bills.

On motion Dr. Samuel Hamilton, Superintendent of Allegheny county, was made an honorary member of the Association,

and spoke to the members for a few minutes.

Mr. Joseph Rovinskey, Secretary of the School Board of Jeannette, spoke on Voucher Systems and School Depositories and presented a very simple form of voucher.

Mr. C. M. Piper, Secretary of School Board of Altoona, spoke on Teachers' Retirement Funds. After a discussion of the subject it was moved and agreed to that the Secretary of the Association confer with Dr. J. George Becht, Secretary of the State Board of Education, in regard to having the teachers' pension bill to be presented to the Legislature so framed as to take care of all classes of employees.

On motion the following resolution was adopted:

Resolved, That the Superintendent of Public Instruction be requested to furnish to the officers of this Association a list of all the secretaries in the state, giving the district in which they serve and their post-office address.

Mr. Charles H. Meyer, Secretary of School Board at Johnstown, spoke in reference to legislation pertaining to the Business Administration of Schools and the duties of the Secretary.

ADMINISTRATION OF SCHOOL AFFAIRS.

In briefly defining the duties of the secretaries of the school district, we find Section 318 of the School Code reads as follows:

"He shall have general supervision of all the business affairs of the school district, subject to the instructions and directions of the board of school directors." The term secretary is nowadays applied to so many insignificant clerkships, that the term, when used in connection with the school districts, has lost much of its dignified meaning. It is true those who framed the sections pertaining to the office of secretary of schools have used the term in its highest sense. Just as the superintendent of schools is made the secretary of all matters pertaining to instruction, so the secretary of the school district is made the superintendent of all business matters pertaining to the district.

Secretaries should then be made responsible for actually making the office as important as it was intended to be. In so doing, the secretary is in all but name the business manager or the superintendent of business affairs of the school districts.

Election and Salary of Secretary.—Secretaries of the second, third and fourth classes are elected annually. They may be members of the board in third and fourth class districts. No secretary shall be treasurer of any board of school directors.

Now, why must a safe and sane school board be compelled to elect its secretary annually? School boards may elect teachers for a term of three years, and still have the power to remove them for cause. Secretaries should be elected for terms of three, four or six years, and in no case should be removed without just cause.

Salaries of secretaries should be made commensurate with the duties and importance of the office. A minimum salary schedule for cities and towns, based on population, is suggested.

Surely secretaries of first and second districts ought not to be members of the board, but I know of no good reason why a secretary may not serve as treasurer of any board. It would be better to combine the office of secretary and treasurer, than to permit the treasurer and tax collector to act as one and the same.

Tax Levy.—The tax levy of first and second class districts is based on the city assessment; the tax levy of third and fourth class districts on the county assessments. Why should not the city and county assessments be the same? Example: Property "A," city assessment $6000, county assessment $7000. There ought not to be a difference of $4,000,000 in the city and county assessments for the city of Johnstown.

Tax Duplicates.—The work on tax duplicates is of especial interest to second class districts. The Act of May 30, 1913, made it perfectly clear what was meant by the term "duplicate," and what the secretary had a right to demand from the city clerk or other proper official. The secretary should exercise the right to submit the desired form on or before the first day of January of each year. School boards should furnish any additional help needed to do this work carefully and accurately. There should be a proper check, and no mistakes in *numbers.*

Enumeration of School Children.—Sections 1425, 1426 and 1427 deal with the manner in which the enrollment of children between the ages of six and sixteen years should be made, and by whom taken. While teachers are the best people to do this work as a general rule, I believe the work should be done by the attendance officers, if possible, because it is right in line with their regular duties, and the experience should belong to them, so they may be better fitted to do the work.

Work done by the ward assessors in Johnstown for four years showed an annual average gain of 387, while the gain the past year, when done by our attendance officers, was 1065 more than the previous years. This does not mean that the work was not well done by many of the ward assessors, for in many cases there was but a slight gain. It did show, however, that the work was not well done by a few of them, either because of inability to do so, or because of downright indifference.

The change made this year produced the following results:

1. We have had made a good and true enrollment.

2. The cost to district was considerably less.

The matter of county unit school boards was taken up and discussed and the consensus of opinion was that it would not be a good thing for Pennsylvania under the present arrangements of schools.

The President appointed the following committees for the ensuing year:

Executive Committee—F. Reisgen, Ford City, chairman; C. M. Piper, Altoona; H. B. Wert, Sharpsville; G. L. Pyle, Swissvale; Stewart Borger, Northampton.

Legislative Committee—R. E. Peifer, Easton, chairman; T. P. Wenner, Allentown; J. C. Rovensky, Jeannette; J. C. Sansom, Williamsburg; and John E. Myers, Camp Hill.

Uniform Accounting Committee—William Dick, Philadelphia, chairman; G. W. Gerwig, Pittsburgh; R. J. Yost, South Bethlehem; A. Lincoln Castle, Chester; Eugene Fellows, Scranton.

Membership Committee—A. W. Moss, Wilkes-Barre, chairman; F. L. Binsinger, Franklin; Rees S. Davies, Edwardsville; Anna Van Gundy, Lewisburg; T. M. Ruch, Hellertown.

The following Secretaries were present:

First-Class Districts: G. W. Gerwig, Pittsburgh; William Dick, Philadelphia.

Second-Class Districts: T. P. Wenner, Allentown; A. W. Moss, Wilkes-Barre; C. M. Piper, Altoona; Charles H. Meyer, Johnstown; W. J. Flynn, Erie; A. Lincoln Castle, Chester; D. D. Hammelbaugh, Harrisburg; D. N. Crider, York; W. T. Norton, McKeesport.

Third-Class Districts: Rees S. Davies, Edwardsville; C. H. Dils, Monessen; J. J. Biemisderfer, Lewistown; James G. Sansom, Williamsburg; N. Boggs, Lash; F. L. Bensinger, Franklin; P. A. K. Black, Braddock; Robert Wallace, Parsons; H. W. Peters, Rankin; J. Z. Fox, Mt. Pleasant; John S. Hamberg, Irwin; Earle MacDonald, Warren; William J. Byrnes, Jr., Ardmore; Jos. C. Rovensky, Jeannette; Robert M. Heine, Bath; Titus M. Ruch, Hellertown; E. E. Gray, Ambridge; Dr. R. J. Yost, South Bethlehem; R. E. Peifer, Easton; A. G. Kramer, Clearfield; Stewart Borger, Northampton; George Marsh, Taylor; G. L. Pyle, Swissvale; W. C. Van Scoyec, Tyrone; Wm. H. Gaskill, Meadville.

Fourth-Class Districts: F. Reisgen, Ford City; Milton H. Cole, Northampton, R. F. D. No. 1; J. H. Hibshman, Ephrata; J. W. Barnett, Hillside; J. M. Gnagey, Myersdale; Albert Williams, Johnstown; John E. Myers, Camp Hill; Ford Bosworth, Wyalusing; Frank F. Sutton, Waynesburg; Anna E. Van Gundy, Lewisburg; H. B. Wert, Sharpsville; Thomas I. Mairs, State College; R. D. Dawson, New Galilee, R. F. D. No. 3; C. S. McCullough, Edenburg.

SECRETARIES ORGANIZED.

ORGANIZATION OF SECRETARIES OF SCHOOL BOARDS, FEBRUARY 4, 1914.

ANOTHER advance step was taken in the organization of the school officers of Pennsylvania when, on February 4, 1914, a number of the Secretaries of School Boards throughout the State met in the Technical High School, Harrisburg, and formed an organization, electing the following officers:

President—R. E. Peifer, Easton.

Vice President—W. J. Flynn, Erie.

Secretary—D. D. Hammelbaugh, Harrisburg.

Treasurer—W. T. Norton, McKeesport.

Discussions were held on the following subjects: Bond Issues, opened by D. D. Hammelbaugh, Harrisburg; Business Manager, opened by F. L. Bensinger, Franklin; Appropriations, opened by T. P. Wenner, Allentown; Office Systems, by W. J. Flynn, Erie; and the Ordering and Distributing of Books and Supplies, by W. T. Norton, McKeesport.

The following Committees were appointed:

Executive Committee—F. L. Bensinger, Franklin; Joseph C. Bovensky, Jeannette; H. T. Judd, Bethlehem; John Harris, Shamokin; and John C. Penrod, South Fork.

Legislative Committee—Charles H. Meyer, Johnstown; T. P. Wenner, Allentown; H. F. McCloud, Manheim; Rees F. Davies, Edwardsville; and A. L. Castle, Chester.

The following By-Laws were adopted:

Art. 1. The title of this Association shall be The State Association of School Board Secretaries of Pennsylvania.

Art. 2. Its object shall be: (1) the discussion of questions relating to the business affairs of school districts; (2) the advocacy of needed legislation on the subjects of financial matters; (3) the general promotion of office and business efficiency.

Art. 3. Its membership shall be limited to the secretaries of the School Boards of the various school districts of the State.

Art. 4. The officers shall consist of President, Vice President, Secretary, and Treasurer, elected annually, and to perform the duties which are usually prescribed for officers of such titles.

Art. 5. The Association shall meet annually on the day preceding the yearly meeting of the Department of School Directors, Pennsylvania State Educational Association, at eleven o'clock in the morning. Special meetings may be called or the date of the regular meeting be changed by the President and the Executive Committee.

Art. 6. The dues of each member shall be One Dollar ($1.00) annually, with the right to the Executive Committee to levy a special assessment should such be demanded by the needs of the Association.

Art. 7. Committees. There shall be three regular standing committees, each of five members, to be appointed by the President. An Executive Committee, which shall make all necessary arrangements for the meetings of the Association, examine and approve all bills, and, with the officers, have general direction of the affairs of the Association between regular meetings. A Legislative Committee, which shall scrutinize all bills affecting the financial and business affairs of the public schools that may be presented to the Legislature, make report thereon to the Executive Committee or the Association, suggest needed legislation, and secure the presentation to the Legislature of such measures as may be favored by the Association. A Committee of Standardization of Accounts, which shall assist in devising a uniform system of accounts for school board offices throughout the State.

Art. 8. The four officers above named shall be the Committee on Credentials.

Art. 9. The By-Laws may be altered or amended at any regular meeting of the Association, one session's notice to the proposed change having been given the members in attendance.

MANUAL ARTS DEPARTMENT.

THE Manual Arts Department was called to order at 9:30 o'clock, Tuesday morning, December 29th, by President Speer, of Pittsburgh. The attendance was good, and the programme presented many topics of live interest in the broad field of manual and vocational training.

The officers for the year were: President, Joseph M. Speer, Pittsburgh; Vice Presidents, Jas. F. Reese, Harrisburg, W. E. Hackett, Reading, and F. H. Ball, Pittsburgh; Secretary, W. P. Loomis, McKeesport; and Treasurer, Jean R. McElhaney, Indiana. The Executive Committee are: N. A. Albright, Easton; Gertrude Seibert, Butler; Eva Stoner, Steelton; E. L. Bowman, State College; A. Chamberlain, Wayne; Flora B. Potter, Johnstown, and Mary Hogan, Harrisburg.

The first paper of the morning was by Mr. Joseph M. Jameson, Vice President Girard College, Philadelphia, on

THE PRODUCT OR THE PUPIL.

A good minister of the colored variety, in my city, was once a candidate for appointment to another pulpit and had just preached his trial sermon. Following the service he was introduced to the congregation, who proceeded to put him through an examination. Among other questions, a good brother remarked: "Now, Brudder, I ain't jest clear in my mind from your sermon, but am you a Preacher or am you a "Zorter?" "Why, I don't know," said the minister, "What is the difference?" "Well, you see," said the good brother, "A preacher he must stick to his text, but a 'Zorter,' he can branch."

Now I do not just know just what the framer of your program had in mind when he assigned the rather epigrammatic title for this paper; and to be perfectly frank I have not inquired too closely, for I mean to "branch." The responsibilities and, I may say, the opportunities of manual training teachers in the present trend of education are too broad to be considered from a single viewpoint.

Three problems are being put up to school men pretty sharply just at the present time, and to none more clearly than to those responsible for the teaching of the manual arts. The first is How may we so vitalize the work of the later grammar school and early high school years that we shall "get hold of" the boys and girls of these school years and so guide and inspire them that they will stay in the schools until their training may be made sufficiently complete and sufficiently definite to be a real preparation for the "World's work?" I will not take your time to quote here statistics, with which you are already familiar, relating to the number of pupils who leave school before they have reached the high school, or of those in the high school who never graduate. But I would have you keep in mind that this number has been increasing rather than decreasing. In 1906–07, 71 per cent. of the pupils in the schools dropped out before they reached their senior year in the high school. Five years later, in 1911–12, their number had become over 86 per cent. on an increase of over 14 per cent.

Now, economic necessity and the natural restlessness of youth, which change alone can gratify and which constantly impels young people to go out and do something which, from their point of view, is "worth while," will not account for these figures. Careful inquiry has shown that the number who really need to become wage earners is much smaller than at first we might imagine. In one instance it was shown to be less than 25 per cent. of those leaving the schools. The others left because of reasons to be found *inside* not outside of the schools.

As one investigator put it: "Our public school system, the very basis of American civilization, is not working as well as it should. It does not educate. The machinery is all there; fine buildings, trained teachers, compulsory attendance laws, books and paraphernalia. But there's a cog loose somewhere. The children leave school without having been educated." If our public school system is to prove efficient, this "loose cog" must be found and removed. Compulsory education laws will not help greatly if school continues to be a prison, escape from which is the ever-present and chief ambition of the pupils.

A second problem is that of vocational guidance,—fitting the boy or the girl to the job or the job to the boy or girl, whichever way you prefer to look upon the factors involved. We know that psychologists are endeavoring to throw light upon this problem through the establishment, wherever possible, of tests which shall determine, once and for all, the fitness of an individual to meet the demands of a given occupation. Vocational experts are being employed by the larger cities, or even for some of the larger single schools, not merely for the placement of the school output at employment, but also to direct the pupils in the choice of that vocation for which they are naturally best adapted. We even have some "seventh sons of seventh sons" who maintain that they are able, from a single interview, to point out, upon the spot, the direction in which lies the road to success. All these agencies are helping at the problem and all are increasing our knowledge of the general factors involved; but after all, the main burden in the task of providing round pegs for round holes and square pegs for square holes must continue to fall upon the teachers, especially upon those who teach applied and shop subjects.

And, thirdly, there is the problem of developing courses of study which shall meet the real needs of the pupils. The conviction is already well established that a single rigid type of school with fixed curriculum for so-called mental discipline does not best adapt itself to the demands of all localities or all pupils; that on the contrary the public schools in an agricultural community should give attention to those things which will produce the most intelligent farming; the schools in a mining community should give a knowledge of those facts and principles required in mining, the schools in a manufacturing city should deal especially with the power, materials, and processes of such manufacture; and, similarly, in the case of any other predominating industry; and that, in all cases, the closest possible relationship should be established between the school and the home.

These are not questions which concern special industrial, vocational and trade schools alone. They are not to be met by grafting upon school systems as now organized. They demand, rather, a reorganization and readjustment of the present school from at least the fifth grade up through the high school; and particularly is such reorganization necessary in the manual work. This, I am aware, is not new doctrine; it is already in progress in many localities. There is a new conception of a new day ahead for manual training, as an inevitable consequence of the present public demand. As Superintendent Chandler, of Richmond, recently naïvely put it, "Let us get out ahead and lead while the public drives us."

Manual training, as it has been most commonly organized, does not meet present-day conditions, nor check up with present-day educational thought. Indeed, many think that we in America have been astray in this matter from the first. To quote Mr. Edwin L. Taylor:

"Going back into history we find that its first beginnings in American schools were from two foreign born ideas, the Sloyd and the Russian system. Our American version of the one was a set course of models; of the other a logical course of tool exercises. They were seized upon because they were manual exercises logically arranged and ready to serve. The logical sequence of the traditional subjects camped upon the trail of the new idea, and like them it promptly became academic and stereotyped. We lost sight completely of the most important truth, the fact that Sloyd was a system of handicraft perfectly adapted to Swedish rural home life, and that the Russian system was perfectly adapted to the Russian shop schools. The virtue of either course lay not so much in its content as in its perfect adaptation to certain definite conditions. Thus we missed the trail at the very out-set thirty years ago, and some have been pretty much in the woods ever since."

In other words, we have in manual training, as it has been developed in the past, another instance of the strength of tradition in school systems. One is reminded of Galileo and his famous experiment at Pisa. Heavy bodies fall faster than light ones just in proportion as they are heavier, declared Aristotle, the authority, fixing such a little matter as a law of nature from the refuge of his study by simple process of reason. For nearly two thousand years this statement was accepted without question; and when Galileo, climbing the leaning tower at Pisa, a gigantic piece of experimental apparatus that seemed almost to have been planned for the test, dropped from the top a heavy and light body, calling upon the assembled people to observe that they fell together, reaching the earth simultaneously, reverence for tradition and authority were still too strong, the people would not believe their own eyes. He did something to the little one to make it keep up, said they.

The first thing, then, that manual training teachers must do—not individually here and there, but as a body and throughout their whole thinking and planning for their instruction—is to break away from tradition, to get into close touch with present social and industrial conditions and plan anew, without prejudice or prejudgment of the question. Quite long enough have we been like Uncle Mose, whom Mr. Booker T. Washington tells us about. Uncle Mose was ambling aimlessly along one day when he encountered Mr. Washington. "Why, good morning, Uncle Mose," said Mr. Washington, "where are you going now?" "Whar's I gwine, Massa Washington? Why I ain't gwine nowhere, I'se done been where I'se gwine."

"Whenever the faculty of an institution is made up of men held aloof from the usual currents of life, there arises danger of doctrinairism and pedantry, if not of cynicism," said Andrew D. White many years ago. It is unfortunate that school men have not had to compete with any other class of people. In the struggle for supremacy in the commercial and industrial world, business systems and expensive machinery go to the junk pile at short notice; but educational system go on for generations. Unfortunately we have no reliable criteria by which to measure good teaching. Under the influence of traditional values in education, handed down from the time when centers of learning were few and quite apart from the thought or influence of the mass of human society, false pedagogy and false standards have obtained. Our school systems have developed from the top downward instead of from the bottom upward, which is the natural way. We have been trying to reduce everything to rule and standard, to formalize, to place emphasis upon logical sequence and technical order, as viewed by the mature mind, rather than considering the pupil and his needs and his natural order of development.

No sequence of purely formal and didactic exercises, however logical, can contribute largely to the development of character. You may succeed in imparting knowledge of tools, but this by itself comes about as near producing an effective worker as the multiplication table does to producing a successful business man. The real things in education come through what the pupil himself does and thinks and co-ordinates, not from what we do for him or coerce him into doing as a matter

of imitation. People are not saved by Old Testament doctrine; no more can we preach or cram into a boy or girl initiative, habitual accuracy, respect for good work and unwillingness to be known as the sponsor for sham, knowledge of relative values, efficiency. These things are matters of *reaction.* "Be true to your work and your work will be true to you," the motto of one of our best known secondary technical schools, is quite true; but it refers to real work upon real things in which heart and soul and mind are active, because of the relationship of the task to life. Then, as a reaction, these real things will make the worker bigger and broader and stronger in character.

If you will pardon a personal reference, I taught elementary mechanics for several years. In the beginning I developed a beautiful skeleton of essential facts and principles which I drilled into the boys. Then, with these memorized and the class letter-perfect on theory, we attempted to apply our principles. The law of the parallelogram of forces as an abstract statement or as shown up in the special and, as far as actual life goes, absolutely unnatural case of three spring balances pulling in three diverging directions possessed no terrors; but not one of the class could pass from these special conditions to the real one of the three forces of the load, hoisting rope and jib of the derrick which they had seen excavating for a sewer, on the way to school, or the forces in the roof truss of the school building. And finally, having been pinched often enough I woke up. We installed a derrick in the laboratory and a roof truss, an arch, some ladders and several other similar things; not trivial models but real structures with half-inch ropes and loads that brought a real physical reaction and perhaps required a chain hoist to move. These were crude, to be sure, and constructed with commercial pulleys, not accurate, cone-bearing ones, and often so much friction was present that they drew forth the condemnation of my good physicist friends. And after slight preparation only, in the way of theory, we started in under these conditions, picking out the general conclusion here and there as we went along, noting them down and comparing them, until some of the fundamental laws of forces could be formulated. The results were most satisfactory. There had been trouble in passing from the abstract to the concrete, but little or none was encountered in proceeding from the concrete to such abstract generalizations as were essential.

This illustrates, to my mind, what we need in our shop work. Boys need to go about practical man's sized tasks in a man's way, the way of real life. It is astonishing how boys will rise to the occasion under such circumstances. Treated as sensible beings, as we would treat them if they were actually employed by us as helpers and workmen, they usually make good. And not only does the work get done, but, as an unconscious reaction, from the performance of what they recognize as a real task, the boys learn to discharge responsibility, to suggest other ways in which certain operations may be done, to be alert and quick. In other words a habit of initiative is formed. The true incentive is *interest;* they are doing something worth while, something that they recognize as having actual use in life.

Suppose a teacher refuses to pass an exercise constructed by a pupil in the main painstakingly done perhaps but carrying no great joy in the making. "No," says the teacher, "this is not accurately made. You must learn to be accurate—do another." Now the boy knows his assignment is merely an exercise, the bearing of which the teacher may see but he probably does not. He knows that it has no utility in itself; but that in the end it will start the furnace fires. Does he feel regret for poor work, and is there a lasting resolve that henceforth all tasks with which he is associated shall be done in the best manner possible, or is he just sullen and disgruntled? He does the piece over because he needs a passing grade in this shop work, but what higher motive is there usually, and what habits of care and accuracy and good workmanship have been installed? What has been done to make that boy's attitude toward duty and responsibility what they should be? On the contrary, suppose the boy has been employed at some real life task. Suppose he has been helping to place shelving in the school store room, in building a cabinet for the office, or a map case, in repairing a floor, building step ladders, installing lights in the school room, or changing over the bell signal system—doing anything, in short, that he realizes is a job of the sort that men work at outside of school, that the world needs and pays for, that is a man's sized task and only acceptable when done in a commercial and workmanlike manner. He knows that his work must stand the wear and tear of usage, that it will come under the eyes of those whose good opinion he values and that his responsibility for the workmanship and finish is recognized. Is it not legitimate to assume that he will put his best powers to work at his task and that he will be unwilling to let anything short of his best accomplishment go out as a sample of his standard of workmanship? And in so doing he must consciously strive to avoid mistakes and to correct his tendencies toward faulty execution in certain operations. As a result he will grow in ability to do a good piece of work in self-control and in his estimate of the requirements of good workmanship.

Of course, where labor of the sort suggested is attempted with immature and untrained workmen mistakes will occur and material will be wasted. The net cost will still probably not equal that of hiring the work done by outside workmen. And if it does, we buy text-books and supplies, chemicals, apparatus and materials, etc., for the chemistry, physics and biology laboratories, why not also for an industrial laboratory? Surely the demand is legitimate if necessary, but the time is coming when the school shop that does not more than pay its way will be a rarity.

Of work of the sort just suggested there is plenty to be found in every school system. At Girard College, during the past year, the boys of the Wood Shop and Carpentry Shop have built tables for the offices, drawing desks for the drawing rooms, cabinets for the dental department, storage cases for the section

rooms, have moved a partition in the Mechanical School Building, and various other tasks of similar character, in addition to turning out baseball bats, hockey sticks for the playgrounds, and various small repairs. They are now at work upon nine tables for the officers' dining room and various filing and storing cabinets for the machine shop and drawing rooms. We contemplate also making the stools and chairs required for our section rooms throughout the college. Boys in the machine shop have installed over ten thousand dollars worth of new machinery; assembling the machines, putting up the shafting, putting on the belting, in fact everything required in order that the machine may be put in operation. Not a dollar has been spent for outside labor. Boys of the Electrical Department have installed incandescent lights in the foundry, drawing room, wood shop, and are now locating those of the new printing shop and the extra lights required for the new machinery in the machine shop. They have run the conduit and have installed all the motors for driving the new machines in the printing, wood and machine shops, putting up the necessary starting panels, etc. Boys in the foundry have furnished castings for the new parts required in the shops and also for the engineers' use in repairs to the power station of the college. They have recently cast thirty-eight posts for the fence to enclose the play-ground, each post weighing about one hundred and sixty-five pounds and have placed these posts in position. These things, in addition to the various small casting required at various places. In the blacksmithing shop the boys not only furnish tools for use of the other shops, but are doing the various repair jobs required about the college and power house, besides supplying various wrought iron brackets and supports, the hoes for the boiler room and wrenches, etc., for the water supply system.

It may be of interest to note also that much of this work at the college has been done by a special class of boys from fourteen to seventeen years of age who have failed in their book work. They had become hopelessly behind as far as graduation in the regular college course at eighteen years of age was concerned, and thus lacked the incentive of the boy in regular standing. In short, they were misfits for book work; the type that in the public school system drops out as soon as the law permits. They were taken out of their regular classes and given a special course in which approximately two-thirds of their time is spent in the shops and the other third at shop mathematics, business English and a little of what might be described as general instruction in commercial and industrial geography and citizenship. The effect has been marked. These boys have shown increasing interest in their work, and have grown steadily in qualities of trustworthiness, initiative and responsibility, and in their ability to put a job through in a workmanlike and efficient way. From hopelessness and indifference they are turning to belief in themselves and pride in the quality of their work. They are not afraid of work, are not looking for "white collar jobs," and know how to carry out orders. From boys who were often in trouble through breaches of discipline, they are now frequently among the most reliable and fine-spirited of our boys.

Of course, at Girard College we have our community with all its activities within the college grounds. The public school must go farther to effect the correlation between school and community or home interests. But that such correlation may successfully be made is evidenced by the success with which several cities are now using the school shops as the repair and construction departments for the school system, or even for the needs of the home. The school thus becomes the center of a sort of industrial community. No questions arise with labor organizations. There is no forcing for a fixed time of delivery. No trouble is encountered in such cases in finding plenty of projects of a suitable kind where the output becomes a permanent part of the school plant or equipment or of the home. The list becomes far larger and more diversified than the few just cited for purposes of illustration. That is, of course, the ideal plan. But I am not convinced that entirely satisfactory projects may not be found which, in a sense, are exercises. For example a main shaft for lathes or other machine tools may be driven by a motor located on the floor or ceiling, the main drive pulleys being at one end of the shaft. The instructor may assign to a group of boys the task of locating a second motor in a different position to drive the same shaft, with the drive pulley at some other point along the shaft. The boys must plan the method, the necessary construction in locating the motor, make out the bill of materials, etc., required, and do the necessary work. When the second installation is completed, the first motor may be removed and the shaft operated by the new equipment. Here we have all the elements of the original problem. A similar project might be developed in shifting the telephone or bell system of a building, changing the lighting scheme, etc. Or in woodworking, a small house or bungalow may be erected complete, including the trim, painting, and the lighting system. The main point here is that it shall be a real house with rooms that may be entered, stairs that may be walked on, windows with real sash. The objections to such projects are mainly for economic reasons; as an instruction proposition the project is quite satisfactory.

The real question in all this, it seems to me, is that of how our school shop shall be organized; whether its activities shall be kept within four walls and made to consist of a series of models involving tool operations in formal and logical sequence, or whether our manual work shall be made up of the operations and needs of real life carried on as nearly as possible under the conditions of industry and the trades. In either plan it is assumed that the welfare of the pupil is the real objective of both the school system and each individual shop course. But in the one case the instruction is attempting the, to my mind, impossible task of training character and right habits through hard work organized after a plan of formal discipline; in the other the pupil is put to work under, as far as possible, the

normal conditions of industry. And since for the first we have no fixed criteria for good teaching, no reliable standards by which to test the real growth of the pupil, we are apt frequently to find ourselves worshiping false gods. A sound and normal product, on the contrary, may be determined with greater accuracy, and may safely be relied upon to produce those reactions which best secure the results at which we aim.

We must not overlook or underestimate all the attendant training of work of a vocational nature. Knowledge of the use of tools, ability to perform well a certain operation or even to produce the complete product, does not necessarily mean efficiency. There must be a broader understanding of the processes which go with labor, an understanding of relative values, of what operations may be roughly performed, what most carefully, of cost of material and time in order that the whole operation may be industrially efficient. Above all, there must be a right attitude of the worker toward his work, and a right conception of the relationship of his part to the other processes required for the complete product. About a year ago a party of men interested in industrial education were being shown by the superintendent through one of the large furniture factories of Grand Rapids. It was one of the most modern factories of the city, fitted with labor-saving devices of the most progressive type and organized to conserve in every possible way time, material and effort. The rough lumber passed directly from the cars through drying kilns to a room in which it was sawed to proper lengths and widths for use. Much of it was high-priced mahogany, bird's-eye maple, walnut, etc. The order for a given amount of material in the required sizes was handed to the men in charge of the saws. To stand there day after day operating a cross-cut or rip saw would seem to be a most uninspiring task. "Those men," said the superintendent, "in spite of their apparently simple and monotonous work, are among the most valuable men in the factory. Upon the care which they exercise in cutting the largest possible amount of usable material out of the rough stock, shifting the widths and lengths to save waste, depends largely the balance of profit for this entire plant. What we most need in these men and, in fact, in all others employed in our factory, is not blind execution of their orders, but an intelligent appreciation of the dignity and importance of their job as well as of its bearing upon the whole process of furniture making."

Asked if the recently planned evening schools for the furniture making trade were proving of value, he replied: "Yes, indeed; but not so much from any increased skill in woodworking as from an increased ability to understand the other factors which enter."

The manual work of our schools from the early years should be planned to furnish just such industrial intelligence as suggested by this superintendent. It should not only teach the boys and girls to work but also how to work efficiently. It should not only train their minds but prepare them to be productive units of society, able to make their own way and to co-operate with others; able to step out into a busy world anywhere that their place in life may take them and find a place to take hold and lift.

In the cutting free from formal methods, and giving the pupil much the same experiences in the schools as he observes about him in real life, we shall be bestowing upon manual teaching the functions that, from the first, it has been best fitted to perform, and we shall also be leaving such instruction free to perform its full part in the solution of the problems of making the teaching in our schools vital and compelling and worth while, so that it may hold the pupils; of making the school a medium for vocational education which shall enable the pupils to discover themselves and choose rightly their future work; of adjusting courses and subjects to the real needs of the pupils, as revealed by their aptitudes and by the community and home life.

The next paper of the morning was read by Miss Ardee Rorabaugh, Supervisor of Domestic Science, Elkins Park, Pa., upon "The High Cost of Living—A Problem for the Household Arts."

THE HIGH COST OF LIVING.

Professor Fisher, of Yale, tells us in his new book that labor troubles, transportation, production, distribution and all the attributed causes of the high cost of living are not the real causes. From the standpoint of the economist he is probably right and in a few years we may understand the history which is being made to-day. In the meantime we should take hold of conditions as they exist and work out our problems in a sane and practical manner.

Therefore, while the theorist, government bureaus and commissions are investigating the economic factors, we should be studying the factors which make up what may be termed the personal causes of the high cost of living, and the relation to them of the teaching of the household arts.

As the American woman spends 90 per cent. of the money she should be trained to spend just as the man is trained to produce. To spend wisely she must know what she wants, where and how to get it, and want to pay for it. Knowing what one wants implies a knowledge of the real needs in foods, clothing and house furnishings; when and how to buy, a knowledge of markets, shops and factory conditions. Each housewife must decide, if in her case, it is safe and cheaper to buy certain food materials in bulk, and if her time is worth more than the extra money paid for prepared foods. When buying ready-made clothing there are many points to consider other than their attractiveness and durability.

Until the government shall come to the aid of the consumer, declaring that textile materials shall be labeled as to their composition, the buyer should have enough knowledge of the ordinary fabrics to recognize the material on the counter before her. Knowing real values one may buy independently of traditions and false standards. Women must realize the economy of paying a fair regular price for articles of true worth and to buy only

when such articles are needed. So, one of the first aims in household arts teaching is to start the pupils on the way to become intelligent consumers not only with the idea of personal gain but for the good of the community and of all society.

Just here something may be said of co-operative buying. Co-operative societies whose purpose is to reduce the high cost to consumers or to bring directly to the consumer the output of the small producer are proving that co-operation does lower prices. Where such societies have failed, the cause of failure has been through the lack of a thorough business organization, or because members have been unwilling to assume duties for which the middleman, in most instances, asks but just compensation.

The reports of the co-operative society of Montclair, New Jersey, the Civil Service Co-operators of Washington, D. C., The Housewives' Leagues of Philadelphia and of New York, and the Woman's Market Club of Greensburg are full of suggestions to small communities. When permanent organization is impossible housewives can co-operate in buying direct in large quantities.

In sections where the income is over $2500 per year few families give any attention to scientific buying—life moves along fairly easily with no thought that they may be helping to keep up conditions that make life harder for their less fortunate neighbors. Where the income ranges from $900 to $1500 there is a keener, more active interest in buying and in civic affairs. In the sections of the large cities where the income is from $9 to $10 per week, very often the housewife has so little knowledge of values, of how to make or repair clothing and of household management that the making of a home is just about hopeless.

The average American housewife should know more about the composition of foods and more about food combinations, so that she will be able to substitute for meat and the expensive vegetables, and to eliminate unnecessary dishes, especially desserts. She should be skillful in cookery so that the combinations and substitutions will be attractive and appetizing as well as nourishing. Since the simple life is not yet popular, the one who undertakes this reform will need, probably much courage at the beginning of her campaign.

By teaching food values and combinations through practical exercises, in a few years, the standards of living will be greatly changed. Pupil's from families of the well-to-do are amazed to find (on studying the menus brought from home) that much more food than is necessary is prepared. So often menus are copied from the current magazines. Recently the menus for one week from each of three magazines were tried out and it was found that each ran much higher in food values and in cost than the required amounts per unit.

The first problem in a domestic arts class this year was to make a woolen dress skirt, which by the way was to be worn as soon as completed. The teacher asked that a card stating the exact cost should be pinned to the garment when it was brought in for the final marking. One girl refused to give the cost. It developed that this girl was so surprised to find the cost so low, that she did not wish anyone to know how little the cost really was. If we can only succeed in teaching our girls that an intelligent woman does not gauge value simply by the amount paid, we shall have done much toward reducing unnecessary expenditure.

Another factor in the high cost of living is the house plan. The house plan effects not only the cost of construction, but the cost of up-keep, and either the cost of service or the outlay of time and energy on the part of the home maker. The science of home making should be so organized that the home maker shall have time to enjoy her family, time and energy for personal improvement, and for church and social affairs. This will be impossible unless the house is well organized. An efficient housekeeping business can not be carried on in an inefficient laboratory. Well-planned work rooms and labor-saving devices will help solve the servant problem or will eliminate the servant entirely.

How shall we teach or develop the house plan in the public schools? Most domestic science departments are equipped so as to accommodate the greatest number of pupils. Very few schools are prepared to offset this purely laboratory method of instruction by small group work. In some schools the model apartment has been acquired and is so far the best arrangement for duplicating the home in the school. Here all the home problems may be worked out in the way to best meet the needs of each class. This seems to be the only way when we remember that some pupils come from families where the control of home construction is a personal problem, others from homes where the only alternative is a choice of houses, flats or apartments, and still others from families where the problem has been solved by corporations or by housing laws.

In a suburban district a group of senior girls are about to plan the furnishings and related arrangement of kitchen, serving room and dining room, using as a working basis two new houses in the neighborhood.

The influence of household arts teaching will help make over the rural home into the efficient home. The walls of tradition and custom must be broken down by common sense reasoning. "There is no more reasonable being in the world than the farmer when he is once convinced." Then he must be brought to see that just as improved machinery saves time, labor and energy for him, so will every modern convenience and labor-saving device installed in the house, make his partner a more efficient home maker and a happier and healthier woman. She will have time to give to money-producing activities, such as the poultry and dairy business, the market garden and the canning industry.

Much has been written and much is being said about the family budget. Training schools in home economics seem to be making the study of the budget the foundation for the development of many phases of the work.

Does it not seem strange that the business of housekeeping should have been so long

neglected and not the first to have swung into the tide of advancement and efficiency!

The object of the study of the budget is not to teach the application of the principles of arithmetic so that after school days our pupils will turn to an account book and a few columns of figures with an intelligent interest. It does seem, at times, that one mission of the household arts is to point out to other departments where they may make their work more practical by coming to the assistance of the household arts.

What could be more interesting to an eighth grade arithmetic class than the study of the division of income of a typical family, and its application to food, shelter, clothing, operating expenses and advancement. It would give an added interest to the study and to the teaching as well, of all eighth grade subjects. I believe the study of the budget will help children choose their vocations or their courses in the high school, and cause them to be more appreciative of their homes and what their parents are doing for them.

The budget is the working plan. With the budget as her guide the housewife is likely to accomplish what she sets out to do because she plans beforehand how she will spend her money. Mrs. Bruere says, "A budget is merely the machine to convert the raw material of an income into whatever one plans to get out of life; and if you get the right sort of light-running budget, you can make it turn out savings of time for other pursuits as you wish."

In conclusion, the aim of the household arts is not merely to teach the making of a garment or the preparation of a meal at the lowest possible cost, but to teach pupils how to live—how to get the best out of life with the least expenditure of time, energy and money according to the needs of their social standards.

WEDNESDAY MORNING.

THE President called the department to order at 9:30 a. m. The first paper was read by Prof. Ronald P. Gleason, principal of the Technical High School of Scranton, on

MEASURING THE EFFICIENCY OF MANUAL ARTS TEACHERS.

Our country has gone efficiency mad. We cannot pick up a magazine that deals with the material things of life that we do not read of more efficient methods in private and public shops and manufacturing establishments, and more efficient methods in the conduct of all kinds of public and private business. And the time has come when it is necessary to be more efficient, when it is necessary to use more care and to conserve the resources of our country in every way. The time has come when it is necessary to look over our waste pile and see what there is in it that can be used for the benefit of our people.

New standards of efficiency have been made in keeping records, and in mechanical and building operations. There is a constant effort being made to reduce the number of motions a workman makes in every kind of work, and to do away with all unnecessary labor.

It is an age of investigation. New standards are being established, and new methods of measuring everything under the sun are being created. For some kinds of measurements we have standards that have been in use for centuries, such as the measurements of distance, time and quantity. With delicate instruments we can measure the thickness of one of the threads that go to make up the spider's web, or tell the many colors in a sunbeam, or record the vibrations made by an earthquake on the other side of the globe. Before such instruments were invented and perfected the only methods of measurement were by personal opinion and by the comparing of one thing with another of the same sort.

But no instrument has yet been made that can measure the efficiency of a teacher's work. In fact, there is no recognized standard or unit of measurement, and until there is a standard there is no way of grading an instrument that could record the efficiency of the teacher. So all that is left is the measurement made by personal or public opinion and by comparing one teacher's results with another's.

There has been a methd devised known as the Binet-Simon tests whereby mentally deficient people can be detected and graded. And it would seem to follow that, if methods of measurement can be devised for measuring the mind of the subnormal, surely in time some method will be found whereby the normal person can also be tested.

What do we mean by efficiency anyway? Is it not that goal that we hope to reach by using our time and our verv best efforts most economically? Or, in other words, efficiency is the ability to put enough energy into what we do to reach the mark whether it be near or far.

The National Education Association has for a number of years been making a study of the question of how best to measure the efficiency of teachers of academic subjects, and several reports have been made, but no decision has yet been reached, nor has a standard been settled upon. Rating blanks have been made by others, some containing as high as twenty-nine items. On this card there are three major items—instructing, controlling and educating. Under "Instructing" there are eight sub-heads; under "Controlling" there are six; and under "Educating" eight. In addition there is room for special questions on music, drawing and physical training. Other efficiency cards have questions on "Scholarship," "Effort," "Personality" and "Control of Class."

It is taken for granted, at the outset, in this discussion that in measuring the efficiency of the manual arts teacher it is the pupil, and not the article made by the pupil, that we are to consider. The development of character, the training to think, and the ability to act logically and with judgment are of far more consequence than the ability to turn out a mechanically perfect piece of work that some one else has laid out for him. Many a youngster, awkward in manner and in the use of his hands,

needs hand training. He knows and those about him know that he could never earn a living by his hands, nor would he be able to make anything that had a commercial value, but the training that he would receive under an efficient teacher would be of lasting benefit to him.

It is the teacher's influence on the character of the pupil that counts, rather than the article the pupil may make. I can see no especial difference in the standard of efficiency between the teacher of English, the teacher of mathematics, the teacher of manual arts or the teacher of any other subject. To be sure there is a great difference in the character of the work done, but each subject is needed in order to properly develop the pupil; and each teacher should be working for the same end, namely, the turning out of a human product that should be a credit to the school and to the state.

Teachers in the manual arts need the cultural training that the academic teachers have, and in addition they need the skill of the artisan in the subject that they intend to teach. This skill can not be obtained at a summer school in one short course of six weeks. More time than that is needed for preparation if the welfare of the pupil is to be paramount.

The man who has served an apprenticeship in some vocation and has, in addition, a good English or technical education, is far better fitted to do efficient work in the manual arts than the college man who picks up a smattering of hand-work in a summer school. On the other hand, the well-educated man who has worked at his trade can, by the aid of summer study in educational methods, become a successful teacher providing that he has the knack of teaching.

The characteristics and the general make-up of a teacher of manual arts are not essentially different from that of a teacher of any other subject. The crabbed and cranky teacher who is always nagging his pupils will never make a success in his work. The kindly, sympathetic person with perhaps less ability can oftentimes accomplish far more and leave a more lasting impression on the minds of his pupils than he who is perhaps brighter, but who is continually finding fault and making all about him discontented and disgusted with the school. Manly men in good health who have refinement; who are neat in their personal appearance; and who are orderly in their habits can always command more respect from their pupils than can those who are lacking in manliness; who have not refined manners; who lack in orderliness; and who are careless as to their personal appearance.

There must be character in the teacher or there will be no respect on the part of the pupil, and if respect is lacking the results will be far from satisfactory.

Many a teacher fails to realize the value or the force of the example that he sets the pupil. We are all imitative, children especially so, and the teacher's manner and the expressions that he uses in speaking are often copied with exactness, especially those of the "popular" teacher. While far from being an advocate of the prim and precise speech and manner of some of our very dignified co-workers, it seems to me that the "popular" teacher especially should exercise the greatest care in using good English and avoid the use of too much slang. Perhaps, however, the "popular" teacher's hold on his pupils comes from his very lack of restraint in both manner and speech, and this fact helps to make him a real comrade with his pupils. This comradeship often come into play when the so-called bad boy needs disciplining, for this teacher can talk and act in such a manner as to get hold of the pupil and win his respect and obedience where another teacher using almost the same words arouses only antagonism.

A manual arts teacher is judged by the results of his class, both by the character that his pupils show and the product of their hands. It is not easy to determine the first. We need to know something of the individual make-up of the class and what their training has been. We cannot always see the results. They are not seen on the surface by hasty inspection, but in the course of time the patient work of the teacher will surely come out in its true colors. The product of the boy's hands may not be first-class judged from the commercial standpoint, but if in the working out of that article the teacher has been able to develop the deeply buried "near-talent" of the pupil the effort on the boy is wonderful to a degree.

How shall we measure the teacher's efficiency? Certainly not by getting the number of those promoted and the number flunked. This in itself is not enough by which to judge his work. Who is to be his judge? What person is competent to do it and make an accurate decision that shall be fair and unbiased? Who can truthfully say that this teacher is 90 per cent. efficient and that one 60 per cent. when we have no standard of measurement? Some of the teacher's work may not show for years, that is, not in a way that can be measured.

Preparedness counts for much. No teacher can impart what he does not himself know. A teacher of woodwork can not become a good teacher if he fails to have a knowledge of the tools he works with or does not possess the skill to use them. One reason why our manual training work in this country has not the good name that it should have is because many of the teachers have not had the requisite preparation and skill to teach the subject. A teacher who does not like children has no place in any class room. Personality counts for much and this should include manliness, truthfulness, sympathy and willingness to give themselves. Enthusiasm is a part of one's personality, as Bulwer-Lytton says in his "Last Days of Pompeii," "Nothing is so contagious as enthusiasm . . . it moves stones, it charms brutes. Enthusiasm is the genius of sincerity, and truth accomplishes no victory without it."

Peronality is of more importance than the methods employed. Methods are necessary and every teacher should be familiar with them, but not to the extent of never changing them. The good teacher is able to make his methods conform to the changing needs of the pupil. Every teacher should be alive to the needs of the individual pupil. He should be progressive

and ready to adapt new ideas to his work; he should be orderly in his habits; not too talkative; ready always to help by suggestion, but not ready to do all the work of the pupil; he should be ready and willing to co-operate with parents and the teachers with whom he comes in contact; there should be the desire to improve, and he should be ready to help in activities of the school outside the school room. He should be able to discover the bent of the pupil and to so instil a love of his subject that the pupil will make practical use of this knowledge in his daily life. Pupils should be encouraged to remain in school, and if they have mechanical skill the teacher should do everything to arouse in them the ability to think, to do original work, and in every way should try to bring out latent possibilities.

Good teachers are by no means to be blamed if some pupils drop out. There is an incompatibility of temperament among the best-intentioned people. Home conditions may not be just right, or the boy may be passing through that period when he knows more than all the rest of the world combined. Any one of a hundred reasons may tend to turn him away from school, and the best and most earnest efforts of all can not hold him. Some pupils awaken easily while others must have a Big Ben alarm clock sounding continuously to arouse them even slightly.

Teaching should not be a commercial transaction, but if a teacher must do all these things that have been enumerated there should be a pecuniary reward commensurate with the work done, and there should be a gradual increase of salary extending over a term of years until a reasonable maximum is reached. It is a very fine thing in one way to reach a maximum early in one's career, but after a teacher has worked at that maximum for years and sees no prospect of further increase it is most discouraging and has a tendency to keep him in a rut and that decreases his efficiency. No discouraged teacher can do good work.

If we wish to know how a teacher can be efficient, read one of Superintendent Maxwell's stories of how a ragged, dirty girl who was unable to speak English became attracted to a teacher in the New York schools, and how, drawn by affection, she mastered English in a very short time, and how, acting on hints from the teacher, her personal appearance improved and her wearing apparel became clean and neat. Then read of how the teacher expressed a desire to call on the mother and of the fearful conditions that she found in the home—a large family of children, the parents and two boarders living in two rooms unfit for human habitation. Then notice how the influence of that teacher on the girl reacts on the parents and the other children; how they are made to see the necessity of cleanliness and to dress neatly. The boarders are turned out and another room is rented, and then, in order to make the triumph complete, the teacher is invited to dinner by the proud parents and admiring children to a neat and well-ordered home where she is treated as a queen. Is there any doubt about the efficiency of that teacher?

Another example of a teacher I knew very well. A boy from a good home, but apparently with no great mechanical ability, came into one of the school shops one day to enter a class. He was an earnest boy, but his first work showed no great promise. He developed, however, finished his work in the high school and from there went to the university, where he took the mechanical engineering course. He was graduated with honor and has since made a success in his profession. His love and devotion to his work are due entirely, he and his parent say, to the help and inspiration that he received from his manual arts teacher.

To sum up: No standard of measurement has yet been devised for testing the efficiency of teachers, but there are certain essentials for the teacher of the manual arts. First, we should consider his training for his work. He should have an academic schooling. He should have good technical training, or, better still, he should have served an apprenticeship in a shop where commercial work was done by the best modern methods and he should have a reasonable amount of professional training. With this as a foundation we must consider (1) the tact and ability with which he manages his class; (2) we must know whether he is able to impart to the others the knowledge that he himself possesses; (3) we want to know to what extent he can develop the ability and the mechanical instincts of the boys and bring out any latent talent that they may possess; (4) we want to know to what extent he can instil a love for honest work; and (5) to what extent he can make them skilful.

Mere skill, however, counts for but little as compared with his ability to make them think, to feel, and to deepen an inner consciousness that will make them self-reliant men of high purpose and character, and to become one of those

"... who wince at false work and love the true,
With hand and arm that play upon the tool
As willingly as any singing bird
Sets him to sing his morning roundelay,
Because he likes to sing and likes the song."

The discussion was continued by Prof. Amos Chamberlain, of Wayne, Delaware county, as follows:

There are two lines along which a manual training teacher should function. These may be designated by the terms Routine and Administration. In a school system where more than one manual training teacher is employed there is usually a division of labor, so that one or more teachers in the department are engaged with the routine while one teacher, known as the director or supervisor, is engaged either wholly or partially with matters of supervision and administration. In measuring the efficiency of a manual arts teacher, it should be held in mind by the official who passes judgment whether the individual in question is expected to perform routine work exclusively or administrative work exclusively or whether, as is more often the case, he is required to perform both of these functions.

By routine work, as the term is here used,

is meant the teaching of classes, which carries with it the preparation of material and the care of equipment along with various devices and methods that go to make the class work effective. In regard to this phase of the problem the factor of persistence must not be lost sight of. We all have certain flights of enthusiasm which lead us to inaugurate certain schemes in a class room or shop but soon we learn that the success of our schemes can be purchased only at the cost of persistent effort upon our own part. Discipline must be considered in this connection—oftentimes a self-solved problem, when all matters of routine are properly taken care of.

If one may state in this connection something which surely would have been considered heresy but a few years ago, he might add that no teacher of the manual arts can do efficient work who does not endeavor to have his work reflect outside industrial conditions. A manual training shop in these days should be made as nearly like a commercial shop as possible. We need not fear going too far in this direction. We can't go very far. The conditions under which we are working have become so academized that there is still plenty of time for us to have fears over our schools becoming industrialized. Some valuation should therefore be placed upon time in a manual training shop. Some attention should be given to the specialization of processes and to other shop practices and conditions. Industrial visits should also be made as frequently and as systematically as possible. These then are some of the points to be held in mind in judging the efficiency of a manual training teacher's work, so far as matters of routine are concerned.

There is unquestionably in every community a certain amount of administrative work to be done which has a specific bearing upon the manual arts problem of that community. Technically, this work falls to the superintendent of schools. The initiative is almost always taken, however, by the supervisor of manual training, providing he senses his opportunities. For instance, it is voted in a community to start manual training in the seventh and eighth grades. A manual training teacher is engaged who comes and starts the work. At once there is a field of administrative work which becomes apparent to this teacher. The following questions suggest themselves to him: Why can not the work be extended downward into the fifth and sixth grades, and upward into the high school? What branches would it be most expedient to introduce into the high school? What would be the cost of equipping and maintaining any branch or branches that might be recommended? How can the work be best related to local industries? What are the possibilities of offering evening, continuation, and part-time instruction? These questions, it may be contended, are outside the realm of the manual arts specialists, and yet, if we were to know the inside history of events in most progressive communities, it is altogether likely that we would find that initiatives have been taken in any of the above mentioned features by the supervisor of manual training.

In measuring the efficiency of a manual arts teacher, therefore, it must be previously determined whether his work involves both the lines of routine and administration, and, if so, his progress along both of these lines must be noted.

The next three papers presented the question of the Study of Art in the Schools, and how to make it more valuable, respectively, in the High School, the Rural School and the Graded School. The first paper, "In the High School" was by Mrs. Mary E. Marshall, of the William Penn High School for Girls, Philadelphia:

HOW TO MAKE THE STUDY OF ART MORE VALUABLE.

(*a*) *In the High School.*—There is no subject which is taught in the high school that leaves more in its planning for the individual thought of the teacher than does the subject of Art. Until recently the course in this branch of study was left entirely to the dictates of the individual teacher; and each had the opportunity to carry out his pet theories, and ride his pet hobby to the detriment of many of his pupils.

These special phases of work may have been leather work, metal work, basketry or picture making. If we search our own hearts, I venture to say that we all have been guilty in some or all of these forms. What has been the result? Have we through this method convinced our principals, superintendents and boards of education of the real practical value of the study of art in the everyday life of the indivdiual? Or have we caused them to look upon the subject as a mere accomplishment? In how many schools do we find the art department as well equipped for work as are the other departments? Why is it that the art work usually gets the last consideration, and it fitted in just anywhere?

Whose duty is it to convince these persons in authority of the real value of this study? Shall we lay the responsibility at the door of the State Department? No. The state has done her part in giving the study of art its place in the schools. Now, my friends, it is our duty as art teachers to present this work in such manner that the value of it is clearly defined and recognized by all. As art teachers we need art school training. But we also need to recognize the fact that we dare not present the subject to the mass of pupils as it was presented to us as *special* students. We must adapt our principles to the needs and conditions of our pupils. Until we do this we need never hope to give to art study in the public schools the value it should have to every individual in the grade schools as well as in the high schools.

We must make the practical value of this study so evident that it will be recognized as a necessity for every boy and girl in the schools, and not as a mere *elective* in the high schools. We need to pay less attention to the gifted pupils (who are few) and lend our energies toward making the art work a living, vital factor in the life of every individual. If we are in earnest we can plan extra classes

for the pupils who specially desire extra time for art study, or we can give to them a more advanced problem in the regular class lesson. Manage them in any other way than that of giving them all the time and the ones who most need it none.

Let us begin by throwing out of regular classes the cast drawing. We can never get from the masses a live, vital interest in working from these dead, lifeless things. Life is the problem that confronts us; let us draw our lessons from its pages. Nature is full of delightful studies which mean so much in either suggestions of form, color and design. The flowers, grasses, trees, birds, butterflies, animals, and all sorts of life, hold out the most fascinating problems for observation and study. Using these nature forms for design and color, we have no trouble in awakening an interest, provided we make a practical application of these results. Let us not make a design without its application to something that is of value to the individual. Our boys need more of this practical design and color as well as our girls. Let us teach design not only as it applies to the unit or spot of design, but in consideration of the space and material on which it is to be placed. In other words, let us *teach the principles in actual practise,* so that the girl may apply them to her needle work and the boy to his wood work, and both to dress and to the furnishing of the home.

Now that sewing is taught in the schools, let us hail this opportunity to lend a helping hand to the beautifying and to the value of this work. We must feel responsible for the sort of design which comes from this department as well as for that from the art classes. Every teacher of sewing, if tactfully approached, will gladly welcome the co-operation of the art teacher. It is only by the co-operation of the art department with every phase of work that can be made better by the application of art principles, that we can make this art study of the real value that will function in the everyday life of the individual when he leaves school. And this is real value.

Miss Florence E. Phillips, supervisor of art work in the schools of Bradford, followed in the interest of the Rural School:

HOW TO MAKE THIS STUDY MORE VALUABLE IN RURAL SCHOOL.

When I was given the subject, How to Make the Study of Art More Valuable in the Rural School, I felt unprepared to handle it as I had neither attended a rural school nor taught in one. However, I had a healthy interest in the subject created from information gathered from graduates of the normal school who had gone to rural communities to teach, and from the discussions at the annual conference of the Drawing Teachers of the Normal Schools of Pennsylvania on how more drawing might be introduced into the rural schools.

In order to acquaint myself more thoroughly with rural conditions in general that I might understand why drawing is not a more valuable subject, I read all I could find about rural life and conditions and education. The Craftsman's Magazine of the past year furnished much helpful material. I also talked with all the teachers I knew who had taught in rural schools, wrote to county superintendents, visited rural schools in nearby communities, and talked with rural school directors.

And this is what I found out: First: That in considering the subject of the rural school we are considering the education of more than half the boys and girls of our state, and the neglected half at that. In the second place, wherever art is taught it is found to be one of the most valuable subjects in the rural school curriculum. Picture study from prints of painting and sculpture is prevalent wherever the Illinois Course of Study is followed. The superintendents who have required the work and the teachers who have given it have only the highest praise for this form of art study. In the third place, however, I find that very little art is taught at all in the rural schools of the state. So that the problem is not so much how to make the study of art more valuable in the rural school, but how to get art into the rural schools of the state.

These seem to be two main reasons why art is not in the rural schools of the state: The first is found in the educational system which does not require drawing in the course of study; the second is found in the social conditions generally prevalent in rural communities. The community spirit seems to be broken in so many places. There is too much of gossiping, knocking, drinking and ill-spent leisure; too little of loyalty, of understanding and enjoyment of things worth while. This means there is a lack of sympathy with the school, lack of intelligence of its needs and importance. Progress and innovation are considered expensive fads and fancies, and as the county superintendents testify that the country communities are unwilling to pay for the necessary materials and for teachers trained to teach art. The cause and effect of these social conditions seem to lie in the educational system generally prevalent in rural schools. An educational system that really educates should not only aid the boy and girl to earn a living better and more efficiently but should also aid him to *live* better and more fully and teach him how to spend his leisure happily and profitably.

Does the rural course of study give the boy and girl definite training in earning a better living? Does it make him a more intelligent producer and agriculturist? Does it teach the girl the easiest and best methods of cooking the food? Does it teach her why pie should not be eaten for breakfast? Why pork should not be eaten three times a day and every day? Why it is necessary to have sanitary conditions in the care of milk and butter? That the housework need not be drudgery and can be so managed as to have free time for the enjoyment of other things? Does the course of study teach the boy and girl how to think his way through things? How to make his farm home more convenient, comfortable and beautiful? And does it make him love his farm home, the trees, the flowers, fields, forests, broad views, colors, sunsets, etc.? Does it teach him how to get real happiness from

these? Art teaches him how to see with his eyes as well as with his heart.

It is hardly necessary to spend time upon the fact that the tendency with the present educational system is away from the country to the city—that it is vitally necessary for the United States to keep her young people on the farm to produce the foodstuffs for the nation, and that unless the country boy and girl can find happiness and satisfaction in life upon the farm he is going elsewhere in pursuit of it. The years spent in the school room should give the boy and girl the ability to find that happiness. The curriculum therefore should be a balanced one, furnishing the vocational training as well as the cultural training; for the country youth need the cultural training as much, if not more, than the city youth, so that they shall not find country life so monotonous. If the general educational system required in rural schools is so changed as to fit the needs of the country boy and girl, then art will surely find its way into the rural school.

There are two methods generally used for improving rural school conditions. The first is that of consolidation, the second is that of raising the standard of the one-room, one-teacher school. When the method of consolidation is used it is an easy matter to procure a special supervisor of drawing for the enlarged and more efficient school plant. If the second method, that of raising the standard of the one-room, one-teacher school, is used, more is involved.

In the first place higher salaries must be paid in order to obtain teachers trained to teach all the subjects required in the rural school curriculum. The salaries should be high enough so that the position would be sought after as an end in itself—a position secured through training and experience, and not used merely as a stepping-stone to something higher and better. The rural school demands the biggest kind of a teacher, well trained, capable, cognizant of the needs of the community, and of the position she is to fill as a leader of a community life, one who will live in the community and center her interest there. A teacher of this type would be capable of teaching art. However, the county superintendents say they can not find teachers, even normal school graduates, who are capable of teaching drawing. They are quite right, and nobody knows this better than the normal school art teachers themselves.

You probably all know that the art teachers of the normal schools of this state are organized and meet annually to try to solve just such problems as this, "How to Make the Study of Art More Valuable in Rural Schools." This fall the organization was entertained by the Indiana State Normal School which engaged no less of an expert than Dr. James P. Haney, of New York City, who gave us two lectures to help us in the solution of our problems. The art teachers of the normal schools are keenly alive to the art situation of the state, especially the rural situation.

And this is the rural problem from the standpoint of the normal schools. The students come to the normals largely from rural communities or from small towns having had no art work at all or only a superficial smattering of it. During their entire normal course of four years they are allowed just three terms or one full year of drawing, two terms taken in the sophomore year, one in the senior year. Under the present credit system many are allowed to graduate with just one term of drawing. They are expected to be graduated from the normal with drawing on their diploma, able to teach it in any school of the state. They may have taught drawing very well under the supervisor in the training school but they go into the rural school to teach and they have no supervisor. The three short terms and, in many cases only one, of the new subject have not taken very deep root. They do not know how to plan the subject well and they do not feel sure of themselves, so they cling to the old standbys, such as arithmetic, that they have had over and over again with many reveiews, on through algebra, plane geometry, solid geometry, trigonometry and surveying. So many of the seniors elect trigonometry and surveying which take such a large bulk of their precious time during their busy senior year. If we desire to make the study of art more valuable in the rural schools we can do a great deal by securing a better allotment of time in the normal school. The circle must be broken somewhere and perhaps more could be accomplished by starting at the normal school than at any other place.

One superintendent wrote that if drawing should become a required subject in the rural school it would be taught just as any other required subject, and the materials would be forthcoming for it as the books are forthcoming for grammar and arithmetic. If the teachers did not know how to teach it they would go to a summer school and learn, as they bring themselves up to the standard in any other subject. This is very largely true as the well-attended summer schools testify each summer, and their influence is strong in raising the standard of the one-room, one-teacher rural school.

If a country or district supervisor of drawing could be provided it would solve the problem as quickly and as well as anything else, for the normal school graduates are taught to teach under a supervisor. The state of Minnesota has been very definite in what she has done to make the study of art more valuable to her people. In fact, the state of Minnesota through her legislative body has taken upon herself the responsibility of bringing education, efficiency, and happiness to its country people—and the commission which has been entrusted with this immense responsibility is the "State Art Commission." That is, Minnesota, taking part in the awakening all over the United States to the responsibility of keeping her country people contented and happy, to stay on the farm, has decided that the most effective way she can do this is to establish a "State Art Commission." She has found how valuable the study of art is to the people of the rural communities of her state.

The Commission has been working along the following lines: In the first place, it has been waging an active campaign for the betterment

of home conditions and the making of home life more attractive. It is teaching the farmers how to build more useful and more attractive farm homes, by giving them full working drawings of model farm homes, and by establishing classes to teach the boys and girls how to do this planning for themselves. They are also teaching house furnishing and home decoration. The need of this cultural training is clearly shown by the type of furniture and home decoration ordinarily seen in the farm home. The unattractive home is so often the cause of the tendency to seek more attractive surroundings away from home. We still find in some farm homes the "best parlor" with the uninviting slippery hair cloth furniture and the hair flowers in glass cages, a room always dark and cold, and the only other place to sit are the kitchen or edges of the dining room. To train taste and the fitness of things is one of the biggest missions for art work in any community.

The Annual Art Exhibition which travels about the state is another valuable aid to the art instruction. Exhibitions are sent in from all parts of the state. These are passed on by a jury of unusual talent. Helpful criticism and advice are returned to all those entering, and prizes are awarded to the amount of $1500 each year. This enables even the remotest corner of the state to have the benefit of expert criticism and assistance. There are other traveling art exhibitions illustrating home industries, handicraft and furnishings, with the special emphasis placed on the relation of these to home environment. By this medium is shown how people living on the farm can direct both hand and brain along lines of real craftsmanship, and thus bring greater beauty into rural life.

When we come to the concrete lesson in the class room of the rural school we find that we must have in mind the general aims of art education that we have in any class room: (1) Aim to make drawing a natural means of expression, a tool for use in the future life of the students. (2) Train for culture, for taste and for enjoyment. Keeping these aims in mind I will now endeavor to show by a few concrete examples how the art work may be made to fit into the course of study and into the lives the students.

In closing, I want to tell what one girl has done in a rural school near Bradford, in Pennsylvania. The girl studied for one year at Pratt Institute, was unable to finish and took a rural school. Consciously or unconsciously she worked on very advanced methods. She built her entire course of study around drawing and she said it never failed. She could interest any boy or girl in any of their work, no matter how distasteful, through art. The work was thoroughly correlated, and when I asked her if she had time for all these things —for the excuse I so often hear from my girls is, "I haven't time for drawing with all those other classes"—this girl said, "Time! why I could not teach a rural school without drawing. That is how I keep them busy when they are not reciting." I will take time to speak of just a few of her lessons.

Their writing lesson was generally a quotation chosen from a book of poems because of the splendid word picture. For busy work the children would draw the picture suggested by the quotation. Sometimes if it were a landscape they would draw out of doors during recess from real trees and hills. The spelling lesson was generally centered about one topic, say, the flowers of the community. They learned to spell the names of the flowers and then draw each one, and every time the word was misspelled the name must be written and the flower drawn. One day the topic was a nearby hill. The hill was drawn, then all the words connected with it learned, peak, slope, trees, forest, clouds above, boy coming down, fence, etc. In grammar when studying action words, stick line men were drawn opposite each word doing the action suggested. An animal book was made in connection with geography. The animal was drawn, the name of the country the animal came from, printed, the habits also, why it lived in that country; if a giraffe, why it had a long neck, etc. The "Just So" stories were used. Christmas presents were designed and made, which is an especially helpful exercise to the country child who has no store from which to choose his gifts, and he needs much training in knowing what to give.

Drawing when taught *is* one of the most *valuable* subjects in the rural curriculum. How shall we make art of more value in the rural school? *Teach it!* Put it in the rural schools by one means or another. Teach it in such a way that it shall build into the lives of the boys and girls, adding not only to their general ability and efficiency but also to the happiness and richness of their life as well.

The last paper in this discussion was by Miss Eva Stoner, supervisor of drawing in the Steelton schools. She spoke for the Graded School.

DRAWING IN THE GRADED SCHOOL.

As was emphasized in the two preceding papers, to make the work in art most valuable we must make it practical, something that the pupil can apply to his daily life. To do this it is essential that the teacher keep in mind the following points in every lesson: The aim of the lesson in its relation to other lessons and its aid in explaining to the child his environment; intellectual development, invention, judgment, reason; manual or muscular development; æsthetic power or taste; disciplinary power or will training, neatness, patience. I can but refer to these points. Time will not permit more full discussion.

Our art work has to do with drawing, construction, design and color. Taking the first and perhaps most important of these—drawing—I would like to make a plea for better drawing in Pennsylvania, a higher standard of work. Isn't it true that what we do and how we do it will influence us in what we notice? Then should we be satisfied with anything but the best or work done in the most careful and accurate way? I have always heard that European teachers are of the opinion that in America children are not taught to draw. I understood this remark when a year or more ago I had the opportunity of seeing several exhibitions from the German schools. Every-

thing was done with the greatest precision and accuracy. There was absolutely no compromise with careless, indifferent work.

In speaking to a Technical High School teacher he said: "You can make this work more valuable if you teach the pupils to make free-hand sketches from objects, quickly and accurately. Pupils can not sketch the objects from which they are expected to make working drawings."

We need to take the drawing side more seriously, for, as Ruskin has said, "Good judgment up to a certain point is developed through drawing."

Composition or arrangement should be emphasized in all work not only to make beautiful that piece of work but as an aid to the appreciation of the works of the masters, or good work wherever it is seen, and as an aid to better choices regarding things artistic.

After good drawing it is necessary that the pupils be trained to make beautiful objects. Construction should have a place in the course of study all through the grades. In primary grades it may be developed on the basis of the child's interests, experiences and surroundings, by furniture, wagons, sleds, games or forms related to the illustrative centers. In the higher grades objects of use either at school or in the home should be made. It becomes not only a problem in making but in design and color as well.

This leads to the next part of the subject —design. It may be well to think of the aims of the work in design: (1) To give the power for appreciation of patterns as we see them about us everywhere. (2) To give some definite ideas of the method of approach to any simple problem in decoration —school, home, dress. The design taught should be a live subject related to the needs of school and home, and, so far as possible, to objects of use, constructed forms made in the class rooms or workshops. Here were shown the constructed forms made in the different grades in Steelton with designs worked out and applied. Also book covers made in the different grades with a different method of approach in each grade. Designs for china and surface coverings are also worked out, so that the pupils may acquire taste in design and color, in selections made.

I know a number of instances where children have helped their parents in the selection of rugs, dishes and wall papers. A paperhanger said to me not long ago, "I know every one of your pupils." When asked how he knew them he said, "By the orderly designs and good color schemes that they select."

We should also seek to bring the work more closely in touch with the world of business. Printing perhaps more than any other of the manual arts brings out the best in the boys and girls. They are never satisfied so long as they have the consciousness of imperfections, much less of distinct error. Last year we gave more time than ever in the grammar grades to the printing of signs, advertisements and the making of posters. The pupils were greatly interested and the results were very gratifying.

The design too should be carried over to other school work. It is folly for us to go on teaching design in the abstract, and producing ugly school work. Here were shown examples of pupils' work in language, spelling, arithmetic and letter-writing in all grades.

After fine drawing, construction, design, then every tone of color should be so adjusted, so related to each other in hue, value and intensity as to produce, with the paper and its mount a harmony of color, in which the sheet and its mount are so related in shape and hue that beauty is the result.

Each grade should have its color problem to work out, so as to be able to apply color to school work in such a way that it will be applicable to dress, home decorations; in fact, to color wherever seen. Finally, the end to be sought in all art work should be to train the æsthetic taste of the child and to help him to appreciate and love the beautiful in nature and in art.

The Committee on Resolutions presented the following report, which was adopted:

RESOLUTIONS ADOPTED.

1. That we express our appreciation of the courtesies extended to us by Superintendent Downes and his co-workers in the Harrisburg Technical High School.

2. That we tender our thanks to Miss Mary Hogan for preparing the exhibit for this Department.

3. That the Bureau of Investigation and Publicity continue to co-operate with the Executive Committee of this Department and with the Department of Public Instruction, to aid school authorities in the investigation of local industrial education problems in manual and domestic arts, to recommend courses and to aid in securing efficient teachers; and further that the members of this department be furnished with bulletins and publications of various organizations; and further that the president and officers of this department see that the co-operation is carried out.

4. That, due to the fact that industrial and vocational training is in the minds of every one in vocational work, we would urge the president to insist that every member of the Association act as a committee of one to enroll new members; and further that the secretary circularize all supervisors and teachers of the manual arts, domestic science, and art, in Pennsylvania, to this effect.

5. That the department presidents, members of Educational Council, Executive Board and general officers of the Association meet once each year between conventions to discuss educational conditions in the state, the expense of this meeting to be borne by the State Association.

6. That we appreciate the work done by the state supervisors and urge that the state give these supervisors additional assistance, in order to more fully supervise the work in the state.

7. That the Department provide for next year a program of three meetings as follows: one general meeting of all sections of this Department; one meeting to which the high school section shall be invited for the discussion of problems pertaining to the correlation of industrial and academic work; and one

meeting consisting of round table conferences for the manual training, domestic science, and art divisions, of this Department, these three meetings to be in charge of the three vice-presidents.

Signed: Joseph M. Jamison, George Barbey, and C. B. Connelly, Committee.

OFFICERS FOR 1915.

The following were elected officers of the Department for 1915:

President—Millard B. King, Harrisburg.
First Vice-President—R. P. Gleason, Manual Training, Scranton.
Second Vice-President—Mrs. Anna G. Green, Home Economics, Williamsport.
Third Vice-President—Jean R. McElhaney, Art Teacher, Indiana.
Secretary—H. A. Albright, Easton.
Treasurer—Miss Mary Hogan, Harrisburg.
Executive Committee—C. B. Connelly, Pittsburgh; Flora Potter, Johnstown; Mabel Day, Greensburg; John L. Noll, Altoona; W. E. Hackett, Reading; E. L. Bowman, State College; C. E. Carlson, Elkin's Park; Cornelia E. Morrow, Wilkinsburg; Miss Ardee Rorabaugh, Elkin's Park; W. P. Loomis, McKeesport; T. R. Coggeshall, Philadelphia.
Educational Council—T. R. Coggeshall, Girard College, 3 years; Miss Ardee Rorabaugh, Elkin's Park, 2 years; and Miss Eva Stoner, Steelton, 1 year.

The Department then adjourned.

CITY AND BOROUGH SUPERINTENDENTS.

THE thirty-fifth annual session of the Department of City and Borough Superintendents of the State Educational Association convened in the Technical High School Building at Harrisburg on the 29th of December, 1914.

The meeting was called to order by Supt. F. S. Jackson, of Punxsutawney, Acting Chairman. Devotional exercises were conducted by Supt. J. L. Allison, of Wilkinsburg.

The officers were Supt. F. S. Jackson, Punxsutawney, Acting Chairman; Supts. W. M. Rife, Huntingdon, and R. E. Laramy, Easton, Vice Presidents; Supt. T. B. Shank, Jeannette, Secretary, who sends us this report with accompanying papers; Supt. C. C. Green, Beaver Falls, Treasurer; Supts. J. J. Palmer, Oil City; C. H. Garwood, Pittsburgh, and S. E. Downes, Ardmore, executive committee.

After appropriate remarks by the chairman, Supt. C. F. Hoban, of Dunmore, was introduced and read the following paper upon

THE SALARY QUESTION.

The legacy which the present-day public school teacher inherits is a decidedly one-sided instrument, in that it demands very much more on the one hand than it bequeathes on the other. It is totally lacking in that equity which the wage-earner in every other occupation enjoys because of the safeguards thrown around toilers by labor organizations.

In no line of employment are the requirements so exacting as that of teaching. Moulders of educational standards are now-a-days requiring evidence of a high degree of scholarship from those who aspire to be teachers. The state is demanding exceptional qualifications for a teacher's license, and the community is adding requirements that are out of all proportion to the salary it is willing to pay.

A grade teacher, for example, besides possessing a license of high standard, is expected to be so proficient in the science of number that as a result of her teaching pupils will have developed thinking power, absolute accuracy and ability to apply mathematical fundamentals to the practical affairs of life. She must teach grammar so that her pupils will speak and write the English language correctly, intelligently and with facility, regardless of home environment and associates. She must be master of some system of penmanship that will produce legible business writing; know well how to teach drawing, music and industrial work; be able to teach physical training and direct organized play; be a good story-teller and a wide reader, so that she can interest the boys and girls in the choicest literary masterpieces and direct the home and school reading. In other words, the teacher is expected to be an expert in the teaching of all the subjects of the curriculum.

Nor is this all. She must be a strong disciplinarian—a teacher who can make the school room so attractive that boys and girls will want to be in the presence of the teacher and the atmosphere of the school. Hers must be a government that will win rather than force respect and obedience and a desire to work. It must be of such a character that from it pupils will grow in culture and refinement.

School boards and superintendents without exception are demanding that teachers grow in scholarship and teaching ability.

To this end they are admonished to be readears of educational periodicals and current books on pedagogy; to attend evening, Saturday and summer schools; to be members of state and local educational associations, and to attend the sessions of each. They are expected to cultivate easiness of manner and facility in speech, to be thoroughly sympathetic, and to have a love for children.

I contend that these requirements are higher than for any other occupation to which men and women are called, and that the wages paid for this service is shamefully low. The compensation for teaching throughout Pennsylvania, according to the latest report of State Superintendent of Public Instruction N. C. Schaeffer, is $68.06 per month for male teachers and $49.44 for females. The average school year is 8.6 months, and by using this as a multiplier the yearly wages of men and women teachers is easily computed. These figures explain why so few men are found in the teaching profession. It is true that in some communities the average salary is higher and the term of service longer, but in none is the wages proportional to the demands nor the term of employment of sufficient length to justify men and women choosing teaching as a life work.

Men in and about the mines and the various industrial establishments, and women engaged in clerical positions and the other important lines of work now open to them, are able to earn more money than the average school teacher. Janitors of school buildings receive a higher monthly wage than the grade teachers; and very often more than the school principal. They are invariably employed for a term of twelve months, so are all men and women who have an equivalent responsibility to that of the teacher. To add to the injustice, people in many communities feel that the salaries paid to teachers are a gratuity. It is high time that teachers stood on their feet and resented this. No class of toilers in this or any other commonwealth, is called upon to give so much in return for the salary received as the public school teacher.

Since the demands are so high and the responsibility so great, common justice demands that they be paid an adequate salary for the service they perform. The term for which they are employed should be twelve months. Why should it be less for the teacher than it is for the superintendent and the janitor? Why should it be less than for the ordinary worker? If superintendents and school boards demand that teachers spend their summers in increasing their scholarship and preparing themselves to do better the work of the coming year, then they should ask the communities to pay the teachers for the time spent in this work.

In Dunmore teachers are paid for twelve months provided they attend summer school for six weeks. (I should like to see travel included in the proviso.) I cannot enumerate all the advantages that have come to the Dunmore system as a result of this innovation. It cost only $7,000 additional to put the plan in operation, and I feel it is the best $7,000 the community has ever spent.

I know of nothing that gives such enrichment and so broadens one's horizon of knowledge as six weeks at an up-to-date summer school or a vacation spent in travel. Money cannot measure the benefits that have been brought to Dunmore's 3,500 school children as a result of the six weeks spent by the teachers at the various summer schools. They returned to their duties in September strengthened in body and refreshed in mind. It is strikingly noticeable now that among the teachers there is perfect contentment, renewed inspiration, greater efficiency, more initiative, broader scholarship and the ability to introduce into our system things we never before had. Manual training and domestic art have been added to our system without the necessity of employing a single additional teacher. Physical training has been organized on a much wider and more efficient basis, so that now the training of body and hand receives as much emphasis as that of the mind. Almost every home in Dunmore has felt the touch and uplift of the summer school influence.

Thus it will be seen that while a twelve months' salary imposed a slightly larger burden on the taxpayer, it has proved a real economy in Dunmore. It will prove an economy to every school system into which it is introduced.

If we are to reach the high degree of efficiency at which all progressive schoolmen are aiming; if teachers are to be required to measure up to the increased demands, then it becomes the duty of all fair-minded school authorities to see that the rights of the teacher are duly recognized.

There is no room in the public school of to-day for a poor or inefficient teacher; but for the ones who measure up to the very high standards now being set there should be a salary commensurate with the service and that salary should be paid every month in the year.

Supt. George E. Zerfoos, of Clearfield, followed in a paper on "The Grading of Pupils."

THE GRADING OF PUPILS.

Recently we have been coming to measure education by new standards, standards that more definitely measure individual achievement, standards that make it necessary to differentiate the abilities of the child and to measure the efficiency of school work not in terms of what the school can accomplish as a whole but in terms of what each individual pupil can accomplish. This new conception—that instruction should be so modified as to meet the needs of the individual child—has stimulated investigation along many lines of school work; and this investigation has resulted in the rearrangement of much that was firmly established and accepted. Schools have been organized for the slow and backward, for the defective and for the incorrigible, curricula have been rearranged, subject-matter eliminated, and subject-matter added, and the question of grading and promotion has received much attention, until the organization of the elementary schools has been completely readjusted. In viewing this readjustment we at times find ourselves in such a maze of conflicting ideas that it is difficult to determine just what is intended to be accomplished. Sometimes we are almost led to believe that many hope to meet the demands of the individual child by creating such a finely constructed mechanical organization of the schools as to function properly in meeting the needs of every individual child or every group of children.

That much good has resulted from this recent investigation and the reorganization that followed, every discerning person will admit, but most thoughtful teachers recognize that there is a limit to what readjustment, organization, system, or grading and promotions can lend to the benefit of the individual child.

We are indebted to Comenius for our modern graded schools. So well did he work out a system of grading in the elementary schools that Germany to-day is using his system with slight modifications. Previous to the time of Comenius instruction was almost entirely given to the individual. Group or simultaneous instruction was adopted very slowly. In fact, the individual method was almost entirely used in France and Scotland as late as the middle of the nineteenth century and it seems that the element of time and not the idea of greater efficiency was the largest factor in the group method gaining the ascendancy over the individual method of instruction.

If for no other reason the consideration of expense and the matter of time make it imperative that the public schools in America use the group method of instruction, and until the last few years school men were apparently well pleased with the established order of things in class organization. Not until about a decade ago, when Supt. Maxwell, of New York City, announced that nearly 40 per cent. of the pupils in the elementary schools of his city were retarded, did our leaders in educational affairs begin to systematically investigate the system of grading. This investigation resulted in the discovery of a world of unpromising conditions and vicious possibilities. Immediately, to save this great public school system from utter ruin, there were offered schemes and devices—ranging from a slight modification of the yearly promotion to the cycle system—that concentric, interlocking device that astonished the superintendents, confused the teachers and confounded the pupils, and gave to all the impression that most of the evils of group teaching could be removed by inventing some device that would automatically guide the individual pupil into his proper place with mechanical nicety and mathematical precision. Many of these schemes for grading have been tried, and in most instances they have not eliminated the disadvantages of the older order of things, and consequently the suggestion that probably grading and the time and frequency of promotions are not as important factors in school efficiency as many would have us believe they are.

My investigation of the subject of grading and promotions has been entirely confined to the school for the normal pupil. Early in this investigation, I found numbers of pupils who were normal children, yet did not respond to school instruction. After thoroughly studying the history of the pupils, I found that they were normal children but not normal pupils. I take it that a normal child is a child whose physical and mental condition is such as not to prevent him from doing normal school work, and a normal pupil is a normal child plus environment and conditions for normal school progress. All you school men have in mind normal children who are not normal pupils, because the conditions under which they live precludes the possibility of doing efficient school work. The psychologic clinic and the medical profession have done much and will do more to assist the subnormal child, and when teachers appreciate their opportunities and learn the art of doing efficient social work the subnormal pupil will be assisted, and many of the most trying problems of school administration will be eliminated.

In a Pennsylvania borough of approximately six hundred pupils, there was an average of fifty-five pupils entered the school as beginners for five years. During this time an average of forty-nine entered the high school, or about 90 per cent. of the number of beginners, and 22 per cent. of

the number of beginners graduated from the high school. Tested by the age progress method there were 15 per cent. of the pupils retarded and about the same percentage accelerated. This school had one grade in a room and yearly promotions, individual pupils being promoted whenever their ability indicated that they could do next grade work.

In another Pennsylvania borough in which there were about thirteen hundred and fifty elementary pupils, an average of 7½ per cent. failed of promotion for three years. The history of the pupils who failed indicated that only 16 per cent. were normal pupils. The record of the medical examiner placed 26 per cent. of the 7½ per cent. in the list of subnormal children, that is, children whose physical condition was such that it was unreasonable to expect them to do satisfactory school work. Half of this 7½ per cent. were not normal pupils. The school history of these pupils showed that they had been absent from school twenty-five days or more in the school term of one hundred and eighty days. One-tenth were engaged in work after school hours that kept them employed late at night, and gave them insufficient time for rest, and no time for preparation of their school work aside from the preparation they were able to make during school hours.

From the data it is seen that less than 2 per cent. of the number of the normal pupils failed of promotion, and consequently the school could not be held responsible for the failure of less than 3 per cent. of those whom you could reasonably expect could do normal school work. This borough has one grade in each room, one general promotion each year, individual pupils being promoted whenever they seem to have the ability to do the work of the next grade.

If the standard of minimum requirements for promotion in the schools of these two boroughs is as high as the standard for promotion in schools where one of the more modern methods of grouping and promotion is used, this showing, although it does not cover a sufficiently large range to form a positive judgment, is sufficient to cause one to suspect that frequent changing of the class group is not vital to efficient school work and does not give many added advantages in meeting the needs of the individual pupil.

In every group of pupils there will be a variance in the ability and preparedness regardless of the system of grading or the time and frequency of promotion, and the only debatable question is how great may the difference in the ability and preparedness of the pupils be to insure the highest efficiency.

If we eliminate the exceptionally bright pupil from one end of the class group and the subnormal child from the other end, for whom special classes should be formed, we have remaining the normal pupil and the subnormal pupil in one class group. The subnormal pupil, the pupil who is a normal child but who is surrounded by conditions and environments that prevent normal school work, and whose habits of living make it impossible for him to respond to school instruction and school influences is a misfit in any group and requires special treatment as does the exceptionally bright pupil or the subnormal child. This treatment means social work on the part of the teacher.

In the two boroughs to which I have referred the teachers are trained in this social school work and take as great pride in making the subnormal pupils normal pupils as do our specialists take pride in placing the subnormal child in the rank of the normal child. The success of these teachers in this work is the largest factor in these schools having a few retarded pupils and in retaining pupils in school.

Eliminating the exceptionally bright pupil, the subnormal child and the subnormal pupil and considering the class as composed of only normal pupils, we still have a large range of individual ability and preparedness. In considering the members of this class several questions are suggested: (1) The question previously suggested, What degree of difference in preparedness may be permitted in this group? (2) Where will this child have the largest advantages for self-development? (3) Where will this child detract least and contribute most to the efficiency of the other members of the class?

In most schools the degree of variance in work accomplished is expressed in percentage from 100 to 65 or 70. It is readily understood what the 100 per cent. indicates. It is usually interpreted to mean that the bright pupil, the pupil with a mind approximating 100 per cent., did all the work offered with a 100 per cent. efficiency. But what does the 70 per cent. mean? It may mean that the bright pupil, the pupil with the 100 per cent. mind, covered all the work with 70 per cent. efficiency, or that the bright pupil did only 70 per cent. of the work offered with 100 per cent. efficiency, or it may mean that the slow pupil, the pupil with the 70 per cent. mind, covered all the work with an efficiency of 70 per cent. All these conditions and many more exist where the range is from 100 to 70 per cent. The question is suggested, Why is the range 100 to 70 accepted as the degree of variance that will give the greatest efficiency to group instruction? Why not make it 100 to 50 or 100 to 80?

There is a very considerable number of

normal pupils in our school who cannot do better than 50 or 60 per cent. of the work usually offered. In this group is our slow pupil, the one whom we are constantly trying to benefit by devices of grouping and grading. This pupil should not be taken more seriously, if he is working close to his capacity, than the pupil who does 90 per cent. work if he is working close to his capacity. It will be some time before schools can change the quantity and texture of gray matter. It will be a long time before all effort will result in 100 per cent. efficiency. Why should not the range of the work accomplished in a group include this 60 per cent. pupil? It is a debatable question whether repeating work will give added power. It may result in more skill, but it will not add to those qualities that tend toward the making of greater manhood and womanhood.

This slow pupil in school will remain a slow pupil in school; and as a scholar will remain a slow scholar during life. But for the school to contribute most to his development, both along scholastic lines and those things that tend towards efficient manhood and womanhood, he should be advanced just as rapidly as the efficiency of his work indicated that he has reached somewhere near the limit of his capacity. Considering only the pupil, this 60 per cent. should be included in the range of the class group.

Is this slow pupil, the pupil who has a proper attitude towards school and responds to school influences and school instruction, a disadvantage to the other members of the class group? I believe he is not. Whether he is or not we will agree that he should be treated as liberally as the brighter pupil. No one would contend that the slow pupil who does nearly his best is as great a disadvantage as the bright pupil who does only 70 per cent. of his best. The bright pupil who does 70 per cent. of his best does not lose his grade because he is a disadvantage to the class as a whole, nor should the slow pupil lose his grade on the same score.

Our conclusion expressed briefly is this: For normal pupils the manner, the time or the frequency of regrouping or promoting is of minor importance in contributing to the efficiency of the individual pupil; and grading and promotions should not be based on arbitrary standards but upon the relation of efficiency to ability.

Dr. W. C. Bagley, of the University of Illinois, spoke briefly upon the subject of Discipline. At the conclusion of these addresses for the morning, the Chairman appointed the following committees:

Nominations—Supt. J. L. Allison, of Wilkinsburg; Supt. F. E. Downes, of Harrisburg; and Supt. T. E. Garber, of Ashland.

Resolutions—Supt. H. H. Baish, of Altoona; Supt. F. W. Goodwin, of Kittanning, and Supt. Addison L. Jones, of West Chester.

WEDNESDAY MORNING.

THE Department convened at 9:30 a. m. The first paper of the morning was read by Supt. F. W. Wright, of Uniontown, Fayette county, as follows, upon

WASTE OR BY-PRODUCT FROM OUR ELEMENTARY SCHOOLS.

Coming as I do from one of the greatest industrial centers of this great industrial state—a center from which go millions of tons of coal and coke ear year, a center where darkness is never complete, and where linen is but momentarily clean, one is naturally inclined to speak in terms of commerce or industry. But I come to talk about something more humanly interesting and vital than the production of coal tar and ammonia in the process of making coke from coal. I come to talk about the conservation of our human resources—that great reservoir of wealth to be found in the seventeen million youth in our public schools. Our schools have been too much a vast machine for selection and rejection of this wealth—a wasteful industry when judged by the ratio between product and waste—is in evidence at every gathering of school men. But just now we are beginning to bring the microscope as well as the telescope into use in examining the results of our work. We are coming to see that we can retain the passionate and humanizing elements in education—and who would not—without losing track of the shortcomings that are painfully in evidence.

Our schools are charged—according to the estimate of the United States Commissioner in his last report—with 4,013,401 pupils in the first grade, of whom, if past records are any criterion, we shall give 1,806,375 the equivalent of eight years, or an elementary course. And there is no one here who will assert that less should be regarded as a minimum essential to fit one to take even an humble place in life. Here then is an industry that works up but 27 per cent. of its material into even a crude form, and which carries but 5 per cent. through the finishing processes of the high school.

I am aware that there are mitigating circumstances in laying all this at the door of the school. But stripped of all these there still remains the fact, not now disputed, that we carry less than half of our children through the elementary school, and less than one-tenth through the high school, in most American cities. Indeed, Ayres says that

this is the general tendency. But you have heard and read all this before. I beg to be more specific in attempting to set forth the results of an investigation that I have made into one of the attempts to remedy a condition that we all lament, and that too few of us are endeavoring to rectify. Ayres shows that in fifty-two cities investigated as the basis of his epoch-making book, "Laggards in Our Schools," the city of Newton, Massachusetts, ranks at the head in its retention of beginners to the end of a full high school course. This city retains 38 per cent., instead of 8 per cent., of its raw material, its beginners, until it takes the most marketable form possible in the public schools.

With this knowledge one naturally approached a study of one of the methods of producing this excellent balance sheet with considerable interest. Accordingly, there was begun in the schools of Newton in September, 1913, a study of the Special Transfer Classes to the High Schools. This study was carried on throughout the year; and it is a part of the results that I shall try to set forth for you this morning. In the beginning, I may say that this city might have been Newton, Newport, New Castle, or any other. As I see it there is nothing peculiar in the city where this experiment was tried, unless it be a superintendent (since called to the head of the schools of Minneapolis) who had the courage to be radical, and the wisdom to be conservative, in initiating what has proved to be one of the most unique and interesting administrative policies in our public schools—a policy that is just now being copied by other progressive school systems in New England.

Laying his finger upon the weakest spot in our school work, a lack of method for adapting our school system (too often blinded by concentration upon collective results) to the needs of the laggard, the overage, the mentally immature, the physically unfit, the superintendent of the Newton schools established what he called—for want of a better name—Special Transfer Classes to the high schools of the city. This was in 1906. To-day no feature of the Newton schools—and they have many that are noteworthy—is more worthy of emulation. And why not? in a school system whose aim is (as should be that of any school system trying to function properly) that of endeavoring to educate all boys and girls with individual discrimination, and from the age of about five to eighteen years of age. When a school system undertakes to do that for all the children of all the people, it must be willing and ready to break from the traditional in dealing with its material, if by so doing much of it may be saved from the scrap heap.

To be sure, such an aim will be subjected to the unfavorable criticism of those who still believe that a high percentage of failure to reach a fixed standard of ability, through more or less prescribed and formal courses, is at once an evidence of strength and rigidity in the school, as well as conclusive and condemning evidence of weakness on the part of those so failing. But such persons seem to be unaware of the remarkable changes that are coming over the curriculum of the upper elementary grades and the high school, and the methods of administering this curriculum. They fail to see that many pupils do not succeed, not so much on account of lack of ability as from lack of adaptability to the formal requirement that they have set up. And what is worse, they do not seem to realize the significance of failure to pupils at an age when transfer classes would provide some means of carrying them forward to a newer, and for them more rational plan of work. Adolescent failure is both pointed in its immediate effects and permanent in its ultimate influences upon the life of those who so often in our public schools acquire the habit of facing it. Nothing is more tragic in young life than the habit of failure.

As superintendents of public schools the problem of failure—with its consequent evil elimination from school—comes home to all of us. This is especially true when we look into the enrollment statistics of the upper elementary grades. And once the portals of the high school are entered by the select few, we cannot even then shake off the feeling that our secondary schools are not prepared to deal most wisely with those who have come to us for further advancement. No superintendent within the sound of my voice is without many candidates for some special means of carrying them over the critical periods that arise with such frequency and danger, once the fifth or sixth grade is passed. And to all of us there comes the question: What are you going to do about it? To condemn children on account of weakness is not to aid them in gaining strength. To say that it is the fault of pupil or teacher is often to blind ourselves to the real facts, or an attempt to excuse conditions that we are not willing to strive to remedy. No waste is more pathetic than human waste—waste of human material in our schools—and it is ours to face this problem and to grapple with at close hand.

Many discussions, largely academic, have taken place on "bridging the gap"; many plans have been suggested, and some have been tried, for retaining the weak pupil in school; but the special transfer class in the Newton high schools seems to be not only a means of "bridging the gap"—or we might better say the chasm—that separates the

upper grades of the elementary school from the high school; but it seems, in its present form, to possess peculiar value as a means of providing for the special needs of pupils once they have been transferred to the high school.

Some of you are doubtless ready to ask the question: But what are these transfer classes? I shall answer in brief. The transfer class is simply this: All over-age pupils (originally this applied to but the eighth grade) who have failed to make promotion to the high school are made the basis of a conference by the teacher, grammar school principal, and the superintendent of schools. One question is asked: Assuming that this pupil will be in school next year, where will he profit most?, usually. If there is every evidence that he has done his very best during the year just closing, the pupil is transferred to the high school, there to work for the grammar school diploma which he would in all human probability never have returned to school to earn. It must be kept in mind that no transfers were made under fifteen and one-half years of age; and that boys or girls of that age are manifestly out of physical—if not out of mental harmony—with the pupils upon whom the dawn of pubescence is just beginning to break. They were given a classification on a physical basis that enabled them to work in a mental atmosphere in keeping with their needs and growth.

"But," you say, "do you mean that pupils were transferred to the high school simply because they were fifteen and one-half years old, and from the eighth, and even the seventh grade? Is there not something more important than age in determining promotion?" Yes, that is just what is being done. And however much we may differ on the essentials for promotion, there is absolutely no difference of opinion as to the greatest cause of elimination. All agree that over-age, with its consequent evils, is the primary cause for mortality in the school grades. And, after all, is a little deficiency in geography, arithmetic, grammar, or history a matter of supreme moment when considered from the standpoint of its effect upon the further progress of the pupil in some environment better suited to his needs, and through subject-matter better adapted to his abilities? The transfer pupil does not get something for nothing; but he does get and deserves something for something, if the school will give him the opportunity and the material with which to earn it by striving for it.

Here we have the line clearly drawn between those who insist upon rigid standards and strict adherence thereto, and those who are willing to modify standards and administrative policies in the interest of the pupils who are unable to conform thereto. How often do we see the need of some modification—be it transfer class or something else—in the daily round of our duties! How often do we talk with the boy or girl who is and feels too old for the grade in which he or she may be mentally classified! Are standards and lock-step administrative policies the only thing to be considered in dealing with these cases? Is there not some means by which such can work with those of their own physical age? Transfer classes say Yes, and they say it with no little triumph born of experience.

More and more, as we get away from the traditional in education, are we coming to see that every boy and girl belongs to the high school if he is educable, and can spare the time from the pressing needs of wage-earning in the unskilled occupations. To send a boy or girl out into life with no more than the elements of training is to condemn him or her to one of the many blind-alley occupations. No less a person than the superintendent of this state has pointed out that more than forty of the seventy odd occupations are closed to the one without the diploma from the high school. Are we then to condemn all of these to failure for lack of means to care for them until they have passed one of the critical periods—one of the periods that may make them profitless toilers, or, what is infinitely worse, mere idlers on the streets? Transfer classes say No; and they say it with a conviction born of success in saving the waste and converting it into by-products from our human-efficiency machine.

But here again there is the query: Is this all a matter of opinion? What evidence have you that this shattering of all the traditions of school grades and grading is anything but a bit of educational radicalism that produces laxity in making transfers, and fruitless results afterwards? An effort has been made to show why and how the transfers are made. We shall now turn our attention to some of the results.

In taking up this part of the discussion it is well to keep in mind that the transfer pupils are not the defective, though they are the retarded in our school systems; they are a part of the vast number—some say 50 per cent.—who are not able to do the work we set for them in our rigid courses of study. They are not the flotsam and jetsam; but they are, humanly speaking, the great army of the undistinguished youth who help to make up the body of our social life once the age of schooling is past. They are the repeaters in the grades whose cost to the school is enormous. But whatever they are, they are in every school system in the land and they are deserving of the best thought and effort of those who would administer these schools.

To compare the transfer classes with an average class in the same high school may seem the anomalous attempt to compare success with failure. The average class is, at best, a selected group in the usual American high school. But while we are willing to admit that the transfer classes may be weaker than the usual high school class, we are not ready to admit that they cannot do successful work in competition with those regularly promoted.

For the purpose of getting some tangible basis for determining the kind of work done by the transfer classes, it was decided to take for comparison the entering class of 1908 to the Newton high school, and the four transfer classes for the years 1906–07–08–09. It will be remembered that these first transfer pupils all came from the eighth grade, and that no special provision was made for them; they must sink or swim in their struggle to do high school work when mental standards seemed to indicate that they were not capable of doing it. They had the misfortune—if such it might be called—of being over-age. They were the repeaters of the grades; they would in all human probability be now on the streets if another chance had not been given them to make good in a high school that welcomed them but was not yet ready to adapt its work to their needs. (A later section of this discussion will show how this difficulty was remedied.)

Possibly no better evidence of what pupils are doing is to be found than in the grades that they make in doing the work. Accordingly, a tabulation was made year by year for all the grades earned in four years by the transfer classes, and by the class entering in 1908. This gave 840 grades (a grade being the final mark in any subject pursued for a year or a half-year as the subject happened to be given) for the transfer classes, and 3966 grades for the class of 1912. These grades were distributed in groups of 5 per cent., and the result is shown graphically by charts.

To expect the same degree of success in grading by transfer classes as is to be found in a class regularly promoted would be to look for a condition that the transfer class was not designed to create, and to arouse the suspicion that the transfer pupils were being too leniently dealt with, or that the regular pupils were receiving too little credit for work done. To say the least, the charts seem to show that the transfer classes have met all that might reasonably be expected of them, and to have warranted the wider extension of the plan which is now in operation, and which will be discussed a little later.

A second vital and interesting aspect of such a study is that of elimination. One naturally asks the question, when thinking of transfer classes: How far does this scheme succeed in holding pupils in school? It must be remembered that practically all of the 77 pupils considered in this first group of transfers would have left school before the completion of the eighth grade (they were over-age, and the compulsory attendance law would release them) had no transfer been possible. Interesting and surprising results are set forth in the following data: Total number enrolled, class 1912, Sept., 1908, 327. Number remaining at end of first year, June, 1909, 285 or 87 per cent.; at end of second year, June, 1910, 277 or 84.7 per cent.; at end of third year, June, 1911, 249 or 76.1 per cent.; at end of fourth year, June, 1912, 231 or 70.6 per cent. Number graduated, June, 1912, 220 or 67.3 per cent. Total number of transfers, 1906–07–08–09, 77; number remaining at end of first year, 67 or 87 per cent.; at end of second year, 49 or 63.6 per cent.; at end of third year, 34 or 44.1 per cent.; fourth year, 29 or 37.8 per cent. Number graduated in four years, 22 or 28.6 per cent.

Time is lacking to indicate the success with which the pupils in the transfer classes did their work in the various subjects. A detailed study was made of the marks in the several subjects, with the end in view of determining exact data relative to the sort of work such pupils could successfully do. Suffice it to say that in the practical subjects—bookkeeping, drawing, etc.—the per cent. of failure was little greater than that of those regularly promoted. As was expected the age of entrance in the transfer classes is greater than for those regularly promoted; the median age for the class of 1912 being 14 years and 11 months, and that for the transfer classes 15 years and 7 months. (These pupils all had nine years in the elementary school. The ninth grade has since been done away with at Newton.) In its present form the transfer classes present the most interesting condition. As has been indicated, the idea has been developed so as to include over-age pupils as low as the seventh and, in rare instances, the sixth grade. Building on the belief that the idea was sound, the plan has been extended to inclue pupils who are manifestly out of place in the upper grades of the elementary school.

Segregation and special adaptation of work are the new features of the present classes. The girls are in charge of a woman who has special qualifications, and the boys are so handled by a man. No more convincing proof of the success of the plan in its present form is needed than the following results of the study of but the transfers for 1910: Girls transferred, September, 1910, 50; number remaining one year, 45; num-

ber receiving grammar school diploma, 35; number returning for regular work in the high school, September, 1911, 24; number returning for second year in high school, 19; number in high school at midyear, 1914, 10. Boys transferred, September, 1910, 32; number remaining one year, 21; number receiving grammar school diploma, 19; number returning for regular work in high school, 17; number returning for second year in high school, 11; number in high school at midyear, 1914, 10.

An analysis of the foregoing data will show that of the 82 making up the transfer classes to the Technical High School in 1910, 66 remained in school at least another year, striving to earn a grammar school diploma, and that 54 won such diploma; that 41 entered the freshman class of the high school; that 30 returned for a second year of work; and that 18 were in school at midyear, 1914.

How significant would such an educational life-saving station be for those who flounder in trying to go from the upper elementary grades into the high school, if applied at large in the schools of the nation, is revealed from the following data: in 1910 there were exactly 90 pupils transferred to the two Newton high schools by the new and old plans of making transfers. The enrollment in the freshman class, excluding transfers, for this year was 445. In other words, the first-year class was augmented by 20 per cent. through special transfers. The total first-year enrollment in the public schools of the nation for the same year was 421,335. Had this total enrollment been increased by special transfers to the same extent as in Newton, the total entering enrollment for the country would have been larger, for the year 1910–11 by 85,110. If then such large numbers find the door to further educational advancement closed on account of the absence of special methods of caring for their special needs, it would seem that we are remiss unless we make some provision, be it transfer classes or other means, for taking care of the thousands we lose annually.

Since transfer classes were begun in Newton about 350 pupils have been given the incentive for further work, and at a cost of about $10,000. How far the results have justified the expense is, of course, not wholly determinable. That such pupils have not attained to arbitrary standards is far less important than the fact that many did achieve a standard that made reasonable success, not failure, their possession at the threshold of life's responsibilities.

I have set this concrete illustration before you with but one end in view; not the exaltation of a system of schools for which no brief need be held; not as an illustration of a method of attacking such a problem—the material here presented is but scrappy, and a part of the larger whole—but rather to give a tangible illustration of what seems to me to be the new movement in education—a movement that promises much by way of substituting science for sentiment, facts for opinions, and the making of our schools places of opportunity and hope for the thousands whom we have sent away with the stigma "Unfit" attached to their names.

In a nation whose school systems show six million retarded children, is it not time that we are making special provision to deal with the worst cases in this vast multitude? Are we to continue to train children in the habit of failure, or shall we open the door of success by some implement that may crack the walls of traditional grading in the interests of those whom we now reject? Is it not time for us to consider the question: Why these broken vessels?

There is coming into our profession a new literature. One cannot enter a library, or pick up a school journal, without being brought face to face with the fact that education is now turning its attention to individual rather than collective results. The successful superintendent of the future will be the one who sees the need of accurate knowledge of the individual for educational purposes, and who has the insight to enable him to secure this information. To be sure, we shall always have to educate children collectively, but it does not follow that we should apply the law of averages in doing it. Modern pedagogy is reshaping our opinion of the relation of the individual to the school group.

Dr. Witmer, of the University of Pennsylvania, says that we have at least 300,000 defective children in our public schools; and Ayres says that we have 6,000,000 laggards. Here then is our problem: What can we do the better to adapt the work of the public schools to the 6,300,000 who do not now bear the most profitable relation to it?

I believe with ex-president Eliot that education should be humanizing, idealistic and passionate; but I believe that to be truly so, it must consider the needs and abilities of those whom it is designed to help. It has been said that in order to obtain an industrial training the American youth must be either an imbecile or a moral delinquent. Is it not time that we are bringing wider opportunities for self-realization to more than one-third of our children?

The last paper of the sessions was read by Supt. I. B. Bush, of Erie, on "Efficiency Tests as Applied to the Work of Public Schools."

EFFICIENCY TESTS AS APPLIED TO THE WORK OF THE PUBLIC SCHOOLS.

One of the most notable movements of modern times is the critical examination of schools with a view to some definite and precise knowledge of their achievements and shortcomings. Some of the most marked developments in the last twenty-five years in our public schools have been the vast increase in public expenditure and the increase in the number of subjects in the curriculum. Naturally, the question which the public that pays the bills is asking is, "What has been the result of this expenditure, and this enrichment of the curriculum? Has the money been wisely expended and has the product of the public schools been correspondingly improved?" To answer these questions, it is necessary to have some basis of comparison, or rather some standard of measurement.

The subject would naturally include the financial administration of our school systems, or the machinery used in administering the support that the public gives the schools in the way of taxes; the administration of the educational side; and the care of the physical well-being of the pupils. It is the purpose of this paper to discuss the second of these three departments of school work, viz., the supervision of the educational activities of the schools, because it is the one which has been most severely criticised, so much so that there has been suggested by some the establishment of a Department of Results.

Men of the business world are continually saying that the universities do not fit their students for their life's work; the universities and business men that the high schools neither prepare their students to enter college nor to follow any specific vocation; the high school that the grammar school does not prepare its pupils for high school entrance; the grammar school that the primary schools fail to prepare the children to do the work of the grammar grade; the primary school that the kindergarten does not prepare its product for the primary school; the kindergarten teacher that the home fails to fulfil its proper function; and the mother in the home says, "Poor, stupid child, you are not to blame, your father's folks were all the same." "Shall father, in his own defense, be heard? No, let mother have the final word."

We have been content with placing the blame on the other fellow. We have consoled ourselves with the idea that the grounds for criticism were either fancied or existed in the systems of other cities. We have raised the standard of the teaching force, have provided means for its stimulation and professional growth; we have added new and modern equipment at great cost, certainly the product is very much superior to that of the old school. The real fact of the matter is, that the schools of to-day are more efficient than the old schools. This fact was discovered when the Springfield tests were given to pupils all over this country with much better results than were obtained in 1846, when the curriculum consisted practically of the "3 R's," when the equipment was nil and the teacher "boarded around."

Mr. Riley, commenting upon the successful careers of pupils who failed in the test, says: "A boy who missed nineteen of the twenty words and who solved only three of the eight examples correctly, became president of a bank, and for years was one of Springfield's foremost citizens. Business success came to this man as a result of sterling honesty; sympathy, charity and broad helpfulness characterized his life. At his death his city paid unusual honor to his memory. Another boy who had but two examples correct and misspelled nine words rose to the head of a bank in a large city in a neighboring state. Still another boy who could not do a single example, and who could spell but six words correctly, became mayor of a western city." Commenting upon these facts he adds: "There is more to life than spelling and arithmetic; school room estimates of children are often narrow and unjust. Qualities of character which cannot be measured by a spelling test or by school standards are determining factors in life's work." Honesty, truthfulness, sympathy, charity, optimism, industry, ideals and habits, the most important things which the schools inculcate cannot be measured. True, but because we cannot measure the things of the spirit which the schools impart, shall we refuse to measure the product of the schools on its mechanical side? To say that we cannot measure the product in its most important phase does not mean that there are no other phases that are important which can be measured, and we cannot say we have done our whole duty as teachers when we neglect or disregard altogether some phases which are relatively important. The cases mentioned by Mr. Riley did not succeed because they could not spell and cipher, but in spite of it. I should say they had rather poor teaching. They evidently learned to spell and cipher when they entered upon their business and professional careers—when they were supplied with the real motives.

The adverse criticism most frequently heard is that our schools do not teach the children to spell well; to write legibly and rapidly; to cipher accurately, and to express themselves intelligently when called upon to use the "mother tongue." It is very certain that all these things are desirable, be-

cause most children use the formal subjects daily.

The mistake which the public readily falls into is in setting up the same standard of excellence for all pupils regardless of individual abilities or individual needs. A man compares the product of the public schools, individuals of special classes, with his own efficiency in one particular field, when the pupil he compares perhaps has talent entirely in another direction. It is unfair to compare the boy who expects to become a mechanic with a man who has been in commercial life. Does the world demand of the laborer that he should be able to spell as well as the teacher or newspaper writer, or that he should be as efficient in handling figures as a bookkeeper? If the special standard of requirement is not absolute in these matters, why should the scholastic standard be absolute? A subject is valuable only in the degree that it is usable, and if one boy will use one subject less than another boy, and another subject more than another boy, we must not demand equal degrees of perfection from all boys. To set a single standard of excellence in the three R's for the future laborer, plumber, carpenter, contractor, housekeeper, bookkeeper, stenographer, teacher, minister, lawyer and doctor, disregards the native capacity, inclination and opportunity of each, when they have settled the question of their vocation or profession and consequently their future needs

The process of education is reciprocal, the cycle of knowledge is not complete until we have put into practice the knowledge gained—it is more important that the pupils develop the habit of using the knowledge of a subject than to secure a great degree of artificial efficiency in that subject.

There is need, however, for standards of measurement where great differences are found between children of like aptitudes and abilities in the same social class in different schools of the same system and in schools of different systems—there can be no objection to uniiform scales of measurement for like groups. In fact, much assistance can be had toward perfecting a system of scientific management of schools and the elimination of obsolete methods, waste of time and money, and the giving of wise direction to future experimentation. This new standard of measurement will take into consideration not alone individual capacities and individual inclinations, but individual needs as they relate to present educational, occupational and social demands. Such standards as have been devised by Ayres for penmanship, Courtis for arithmetic, and Thorndike & Hillegas for composition will be of vital assistance in determining the efficiency of the same social groups in different systems and in different schools of the same system; but to set up a standard of measurement for all children regardless of their aptitudes and abilities would lead to the neglect of the more vital subjects in the curriculum. The teachers would become mechanical and spend too much time in preparing pupils to meet the tests required.

I would say, the schools are far more efficient to-day than ever before; that they are more nearly providing for the needs of all the boys and girls; that there can be no valid objection to doing better the things we are now doing; that progress consists in getting ahead of ourselves each day; that standards which will guide intelligently future experimentations and enable us to do better what we are doing are to be welcomed; but that any attempt to measure all children regardless of aptitudes would be fatal.

Supt. William M. Davidson, of Pittsburgh, also spoke briefly upon the "Richmond Survey."

OFFICERS FOR NEXT YEAR.

The Nominating Committee then made the following report which was unanimously adopted. The officers named were elected by acclamation.

President—Supt. J. L. Allison, Wilkinsburg.

Vice-President—Supt. F. C. Steltz, Braddock.

Secretary—Supt. T. B. Shank, Jeannette.

Treasurer—Supt. I. C. M. Ellenberger, Sunbury.

Member Nominating Committee—Supt. L. E. McGinnes, Steelton.

Member Educational Council—H. W. Dodd, Mahanoy City.

Executive Committee—Supt. F. S. Jackson, Punxsutawney; Supt. S. E. Weber, Scranton; and Supt. E. E. Kuntz, Lansford.

Supt. J. L. Allison, was called to the platform and made cordial acknowledgement of the honor conferred upon him.

Supt. D. A. Harman of Hazleton, moved that, inasmuch as Supt. Jackson had performed his duties so efficiently during the present meeting, and had done the work of president without receiving the honors of the office, therefore resolved that Supt. F. S. Jackson, of Punxsutawney, be made president of this Department for the year 1914, now closing, and that his name be so entered upon the records owing to the removal of Supt. Chas. Lose to another field of duty, and that the thanks of the Department be extended to Supt. Jackson. The motion was carried unanimously, and was followed by suitable remarks by the President.

The Department then adjourned.

COUNTY SUPERINTENDENTS' DEPARTMENT.

THE twelfth annual meeting of the Department of County Superintendents convened in the Gymnasium of the Technical High School, Harrisburg, December 29, at 9:30.

The President, Supt. H. Milton Roth, of Adams county, called the meeting to order, and, after a few brief introductory remarks, proceeded with the program.

The officers of the meeting, in addition to the president, were Supt. D. W. Seibert, Vice President; Supt. L. R. Crumrine, Secretary, who sends us this full report of proceedings and papers read; Supt. J. H. Hoffman, Treasurer. The Executive Committee were: Supts. C. S. Knapp, C. Bruce Milnor, and J. J. Koehler.

The first paper was by Supt. R. O. Welfling, of Potter county, entitled,

WHAT CONSTITUTES A STANDARD ONE-ROOM SCHOOL?

Some Phases of Good Rural School Work.—In conversation with a teacher a few days ago she said, "For the best things we must look to the Middle West. Here the people are in position to absorb the culture and refinement of the East and the inspiration of a progressive, robust West." This seems to be true, at least in the matter of rural schools. For many years the ideals of a progressive west and middle west have been flaunted into the face of an too conservative east. As long ago as 1880, John Trainer, County Superintendent of Macon County, Illinois, formed a definite plan for grading rural schools and supervising them from his office much as superintendents now supervise city schools. He prepared a "School Room Guide" which gave many helpful suggestions to teachers. In a sort time this "Guide" was adopted by most of the county superintendents of the state and developed into the present Illinois Course of Study into which has been put for many years the best thought of many of the ablest school men of that state.

For an almost ideal system of consolidation of rural schools our investigation also leads us to the state of Illinois for, indeed, no other consolidated schools have been so widely discussed as have been the John Swaney School in Putnam County and the Harlem Consolidated School in Winnebago County. There can be little doubt in the mind of any school man that O. J. Kern has done more to idealize country life by means of the rural school than any other living man. And I am proud of the fact that, in a small way at least, I am trying to follow out some of the ideas of O. J. Kern, and I am not ashamed to be called an imitator. And so when we turn to the subject of "Standardization of Schools" and try to answer the question, "What Constitutes a Standard One-Room School," it is quite natural for our minds to turn again to the state of Illinois for such a standard.

Requirements of a Standard One-Room Rural School.—The requirements for a standard school in the State of Illinois are uniform for the entire state, being specified by the State Superintendent of Public Instruction and two able assistants. These requirements, with many other helpful suggestions, are set forth in Circular Number 76, entitled "The One-Room and Consolidated Country Schools of Illinois, 1914." When a county superintendent has in mind one or more schools which are ready to be graded as Standard or Superior Schools, he notifies the state superintendent, who will then personally inspect or send an assistant supervisor to spend from one to three days with the county superintendent. If the schools are found to be Standard or Superior a diploma will be issued and a plate designating the gradation fastened above the door. Those schools which are found lacking in some of the essentials will be informed what improvements need to be made. When the requirements are met the diploma and plate will be sent to the county superintendent. After the first visit of a member from the Department of Public Instruction, the county superintendent is authorized to check up schools and recommend them for standardization. The standardization depends more upon the spirit of the school than upon some minor details.

The requirements are as follows:

Yard and Outbuildings.—(1) Ample playground. (2) Good approaches to the house. (3) Two well kept, widely separated outhouses. (4) Convenient fuel house.

The School House.—(1) House well built, in good repair and painted. (2) Good foundation. (3) Well lighted. (4) Attractive interior decorations. (5) Good black boards, some suitably placed for small children. (6) Heated with jacketed stove in corner, or a room heater and ventilator in corner, or basement furnace which brings clean air in through the furnace and removes foul air from the room. (7) Floor and interior clean and tidy.

Furnishings and Supplies.—(1) Desks suitable for children of all ages, properly placed. (2) Good teacher's desk. (3) Good book case. (4) A good collection of juvenile books suitable as aids to school work as well as general reading. Pupils' reading circle organized. (5) Set of good maps, a globe, dictionaries. (6) Sanitary water supply.

The Organization.—(1) School well organized. (2) Classification and daily register well kept. (3) Definite program of study. (4) Program of recitations. (5) Attendance regular. (6) At least seven months of school. (7) Discipline good.

The Teacher.—(1) The equivalent of a high school course. (2) Must receive at least $360 per annum. (3) Ranked by county superintendent as good or superior teacher. (4) Must read Teachers' Reading Circle books and at-

tend institute and meetings and in other respects show a proper professional spirit.

The requirements for a standard school in Potter and several other counties in Pennsylvania are practically the same as those enumerated above. Every county superintendent can see where some essential improvements can be made in the table as here given. May I read to you one privilege granted to standard schools in Potter County?

"Eighth grade students attending for the complete term of a standard school, and who have completed the work as outlined in the Illinois Course of Study for seventh and eighth grades, and are recommended by their teachers, will be granted a common school diploma and certificate of admission to high schools without further examinations."

HISTORY OF STANDARDIZATION IN ILLINOIS.

In order to find out a little more about the history of standardization in Illinois, I wrote to Supt. U. J. Hoffman, who after serving twelve years as county superintendent was appointed in 1906 expert state rural school inspector. I desire to read to you at this time parts of his letter.

SPRINGFIELD, ILL., Nov. 13, 1914.

County Supt R. O. Welfling,
Coudersport, Pa.

My dear Sir: The standardization movement was started in 1908. We now have 2,100 standard schools and thirteen superior one-room schools. . . . I find that the best source of the improvement in country schools is in the patrons themselves. When we get them thoroughly interested in having the best for their children we are sure of arriving at betterment. I sometimes am discouraged, because we can not help the schools more from above. In Illinois the Superintendent of Public Instruction and the county superintendent can do little else than to exhort, call the people to repentance and to do better in the future.

We have had it from several sources that the offering of state aid to make the country schools better is a mistake—that it pauperizes the school district. States that follow this method tell me that we are accomplishing more by our democratic method.

The pamphlet which I send you will show you how these standard schools are located in the state. You will note that some counties have accomplished wonders, others have done nothing. The source of this difference is to be found in the county superintendent. Where that official sees the need of arousing public sentiment, getting the school directors thoroughly interested, getting the most favorable conditions for the teachers and the pupils to do their work, there standard schools multiply rapidly. Where the county superintendent feels that he can do more by other methods, or where he is so constituted that he can not take his place among men and deal with them, standard schools do not increase.

In my work, I frequently hear that I do not look far enough into the future. I am perfectly willing to endure such criticism so long as I know that we are bettering the conditions of the children of to-day, and I have faith enough that right will prevail to believe that in due time consolidated schools, with all the great benefits that come with them when the people are ready for them, will come.

Yours sincerely,
U. J. HOFFMAN.

Status of Standardization in Pennsylvania.—In order to get data concerning standardization in Pennsylvania, I sent out a circular letter to each county superintendent. The following is the result of the questionaire.

1. Do you have standardization of schools in your county? Yes 17, No 31, No reply 18.

2. Do you have schools rated as Superior Schools? Yes 5, No 43, No reply 18.

3. What do you give or do to show that you have recognized a school as standard or superior? Various methods: (a) By school inspection. (b) By sending a list of questions to the teacher. (c) Giving a diploma, plate, certificates (printing biographies, pictures on screens).

4. Should the rating of schools as standard or superior be done by some member of the Department of Public Instruction? Yes 18, No 6, Undecided 11, No reply 31.

5. Should we have an expert state rural school inspector? Yes 29, No 4, Undecided 7, No reply 26.

The reason for the vote standing as it does, is no doubt largely due to the fact that the questions were not interpreted the same by all superintendents. I am sure that, with the understanding that the expert rural school inspector is to inspect schools which have good prospects for standardization and not necessarily the poorest schools in the county, all would at least be willing to have such an individual exist. He would not need to visit a county at all, unless invited by the superintendent.

To show the wide variation of standardization in Pennsylvania, I will just quote from one item. You remember that Superintendent Hoffman reported only 13 Superior Rural Schools in the State of Illinois. One of our superintendents reports that in his county he has 40 Superior Schools, while another has 30 such schools and still others 7, 8, and smaller numbers.

Pioneer Work in Pennsylvania.—The honor of being a pioneer in this work in Pennsylvania belongs to Supt. Eli Rapp, who started it about five years ago and who has 110 schools in his county rated as Standard Rural Schools. A number of counties are following practically the same method of standardization as Mr. Rapp. His literature on the subject of standardization is the most helpful that I have seen. The fact that all school men who have given this phase of rural school work a thorough test are enthusiastic in advocating it, seems to me sufficient evidence why no county superintendent in Pennsylvania should oppose it.

Advantages of Standardization.—Without going into details as to the advantages of standardization, I wish simply to enumerate some of them: (a) It promotes a healthy rivalry for better rural schools. (b) It promotes greater interest on the part of the parents, directors, teachers and pupils. (c) It will increase the number of new school buildings. (d) It will secure better physical equipment. (e) It will raise the salaries of many

rural school teachers. (f) It will raise the standard of the profession in rural districts.

What Should and Can be Done.—I feel convinced that Dr. Schaeffer would be glad to have the Department of Public Instruction map out a schedule of requirements for standard and superior schools in Pennsylvania if the county superintendents as a UNIT request it. The one reason we have gotten so little is because we have always been more or less divided in our requests.

If a unanimous request is made by the superintendents to Dr. Schaeffer, I feel confident that he would have one of the high school inspectors give his time to such inspection as I have suggested above. The school law would permit him to do this. Many of our high schools are in such condition now that they can do without a visit from an inspector every year. Let us, as a unit, make these two requests to the Department of Public Instruction, not a single man dissenting, and we are quite sure that Dr. Schaeffer will consider them favorably.

Supt. F. E. Shambaugh, of Dauphin county, followed Supt. Welfling with a paper on

STANDARDS IN THE RECITATION.

Even to the most casual reader of the magazines and daily papers it must be apparent that one of the most widely discussed subjects is that of efficiency. We read about efficiency in the industrial world, commercial pursuits, and municipal government. The keen competion in our huge industrial enterprises, the desire to cut down cost and yet produce a staple product has led to the induction of the efficiency expert into the realm of big business. Nor has the psychologist deemed it beneath his dignity to step from the classic halls of the university to apply the theories of the class room to the counting house and the workshop. You are doubtless familiar with the experiments made by Dr. Münsterberg in this direction. The expert stands with stopwatch, the number of movements made in perferming a certain task have been minimized, as for instance, in the laying of bricks, and the output greatly increased without impairing the quality of the product. In the accomplishment of these problems it was necessary to have certain standards as a guide. Finally, the manufactured product is subject to inspection to determine whether or not it reaches the standard requirements, that it shall be the required size, weight, strength, and shall perform certain tasks in a given way, in a given time, and with the least possible waste.

A number of municipalities, quick to realize the efficiency idea, have installed experts to improve the service and to economize in expenditures. The tremendous strides made in this direction have been possible only through the application of standards. We have standard weights and measures, standard railway gauge, standard size tires on our automobiles. The United States government even has a standard of heat units for the coal which it purchases.

However, in the educational world, where the necessity for standards seems to be especially great, the principle is making slow progress. As individuals we are progressive; as a mass we are very conservative. We are tied down by our traditional practices to the narrow and superficial views handed down to us by our monastic and puritanic ancestors. One needs only to recall the controversies within recent years on the subject of standards, to realize that the old order is not yielding easily to the new.

After all, when we scrutinize carefully the subject of standards we must realize the fact that we have always used standards, especially in our social relations. We speak of an act as being good or bad, just or unjust, because we have subjected it to the test of our individual standards. However, an act that to us may be especially reprehensible may to others be quite meritorious. We are largely guided in our views by our immediate environment and training and our individual prejudices. This situation can be largely translated to the educational world—too sadly true—a world of petty jealousies and prejudices, of false conceptions and misunderstanding. I remember of hearing a supervisor express the opinion several years ago that a certain teacher was an absolute failure, yet two other supervisors of long experience and training pronounced her to be an unusually successful teacher. This wide difference in rating was due to the lack of definite standards on the part of the first supervisor.

Without standards there is a wide variability in the judgment of a single individual when brought to bear upon a single fact at different times. The writer has experimented at some length upon this subject. The value of a certain paper estimated in terms of per cent. had a wide range when considered at periods of varying intervals. In like manner test papers when presented to a number of teachers successively produced some remarkable results, the estimated value ranging all the way from 50 to 95. It is apparent then that we need some standards by which we may measure the worth of the work done in our schools. The standards should be such that not only may the supervisor use them, but also that the teacher may apply them herself in determining the quality of her work. By the same token also they should be of such a character that the supervisor may apply them to his own work to determine whether he is on the job. I not only want to know but I want to know that I know.

The discussion thus far has been a rather general one on the subject of standards. To become more specific, where shall we look to see whether or not the school is really efficient? Is it in the size of the building, the splendid equipment or the versatility of the press agent? The efficiency of the manufacturing plant can not be gauged by the size and equipment of its buildings, neither can that of the school. Just as you can judge the efficiency of a factor when you see it in operation and see the different stages the product passes through in the process of manufacture, so the school must be studied through the medium of the recitation.

Superintendent Stetson of Maine was somewhat of a pioneer in the matter of using standards to determine the quality of instruction. He had prepared for the use of supervisors in his state a sheet containing 170 questions, more or less specific, relative to the teacher's work. Fully 100 of these dealt with the recitation.

The standards used in the Detroit schools for determining the teaching efficiency are divided into seven groups with a total of 100 points. These points are distributed as follows: Physical efficiency 12 points, moral-native efficiency 14 points, administrative efficiency 10 points, dynamic efficiency 32 points, of which 10 points are counted for instructional skill, projected efficiency 6 points, achieved efficiency 16 points, of which 12 points are for success and attainments of pupils, social efficiency 10 points. It will be observed that the Detroit standards credit only ten points to the teacher's work in the recitation. It places too much emphasis upon externals. Thus a showy teacher of pleasing personality and agreeable presence with some degree of culture would be rated higher than a real skillful teacher whose class room work may be far superior. The standards used in the school survey in Ohio were prepared by the Bureau of Municipal Research, New York City. Out of about 130 items taken into consideration, distributed over (1) Personality of the Teacher, (2) The Recitation, most of them relate to the recitation. Even those items relating to the personality of the teacher must be largely studied through the medium of the recitation. Fully 90 per cent. of the standards used in this survey to determine the efficiency of Ohio's schools related to the recitation, thus emphasizing the recitation as the true vehicle of the school's progress.

The standards used in New York City in determining the rating of teachers for the renewal of license are distributed over 17 points, of which only 3 relate directly or indirectly to the recitation. It is interesting to note the wide variation in the standards discussed above of the importance of the recitation. The objection to most of these standards is that they are stated in terms of the teacher, thus creating the impression that the school exists for the teacher instead of the child. We need to understand that the school stands first and last for the child. The teacher stands between the world and the child and holds the world back until the child is prepared to cope with the world's problems himself. To the degree that the teacher through her scholarship, method, personality, succeeds in preparing the child for his place in society is the efficiency of the school judged. The workman, no matter how skillful, is measured by the quality of product; so, too, the efficiency of the school must be measured in terms of pupil growth. The recitation is the point of contact between the teacher and pupil, hence the standards should be stated in terms of the pupil's work in the recitation.

If we agree then on applying our standards to the pupil, what basis shall we rest them upon? It is knowledge acquired in the recitation? Knowledge is admittedly one of the purposes of instruction and yet it is not a safe criterion with which to judge the efficiency of the recitation. If it is a mass of unrelated facts which do not function in the lives of the pupils, it is worthless. If the standards are stated in terms of knowledge a recitation may apparently be a success—when it is subjected to the test of social sanction it may be a failure. An example of a recitation of this kind was observed by the speaker recently in his visitations. The pupils were supplied with cards on which had been written a series of questions covering the contents of the text-boks used by the pupils. The questions covered literally the various statements, definitions, etc., in the book. The pupils having received the cards from the teacher, applied themselves to the task of memorizing the answers to the questions, as found in the book. In class the teacher quizzed each pupil in turn on the questions found on his card. Nearly all the pupils without any hesitation gave the answer in terms of the text-book. In a class in grammar probably 100 questions were asked by the teacher and answered by the pupils. By interchange of the cards the pupil in course of the term would be thoroughly familiar with the contents of the text-book. Judging this work with knowledge as the sole standard, it was a tremendous success. There was no purpose apparent other than to answer all the questions correctly. Equal value was assigned to all of the questions, nor was any opportunity given to the pupils to weigh the relative worth of the various facts.

Nowhere is anything done so much without purpose as in the school room. Most teachers hear classes recite day after day without any definite motive or plan. There comes to mind a recitation in United States history which it was the speaker's privilege to hear. After calling the class up to the recitation bench the teacher asked the class as to the page where the lesson would be found. After the class had informed him he turned to the lesson and called on the pupil sitting at the end of the bench to read. The pupil managed by dint of much vocal agility to stumble over several paragraphs when he was halted and the pupil sitting next to him was called on to read. There was a repetition of this until the last pupil in the class had read. There was absolutely no discussion by either teacher or pupils. After assigning several pages for the lesson next day, the class was dismissed. The majority of reading classes observed by the speaker during the past few months were conducted in this perfunctory manner. The type is, no doubt, a familiar one to the superintendents present.

Going into the world outside the school room for concrete examples, no sane man ever built a house without a definite motive or plan in which the various parts or features were brought out in greater or lesser detail according to their importance or use. But daily we see unskillful teachers clumsily rearing the temple of the soul without definite purpose or plan.

If "education is life," then why should we not look to the real busy life outside of the school for our subject-matter and methods of

treatment? Why apply one set of standards in the school and another outside? We speak of one man as being energetic, purposeful, resourceful, as an organizer and administrator; of another as shiftless, indecisive, indefinite in thought and action. Why not take these standards into the school-room? A set of standards involving these principles—under another terminology, however—was used by Dr. McMurray in evaluating the quality of instruction in the schools of New York City. The standards used by Dr. McMurray were (1) Motive, (2) Consideration of Values by Pupils, (3) Attention to Organization by Pupils, (4) Initiative by Pupils. As these are the factors largely considered by the speaker in his own supervision they will be briefly discussed here.

In that admirable volume on "How to Study" Dr. McMurray shows us that, according to custom, young peopde are "expected to acquire knowledge now and find its uses later." He would have us reverse that order by having them discover their wants first and then study to satisfy them. He says that not only shall we regard the present experience of children as furnishing the motive for their education, but we need to take one step more and recognize their present lives as the field in which the knowledge that they acquire shall function. Thus we shall study history for the sake of the light it throws on our present experiences. We may read a poem for appreciation or study the Panama Canal to discover how it affects the commerce and manufactures of our country and finally the welfare of our own community. One teacher under my supervision has taken advantage of the Panama Exposition to furnish the motive for some very interesting and profitable lessons in geography. Pupils have procured railway timetables and have worked out side trips they hope to take, if it is possible for them to go to the exposition. Motive is the great propelling force in the school room as well as in the world outside of the school room. You can never get an idea to stick unless you have a motive to which to stick it.

Good living means good selecting. Hence the importance of the weighing of values. The very small child gives evidence of the very common consideration of values when he accepts certain things and rejects others. Not all facts coming up in our daily experience are of equal value. Not all facts coming up in the lesson are of equal value. Many teachers fail to recognize this fact. The speaker has personal knowledge of a young teacher of rather unusual culture who was an utter failure through her inability to distinguish between essentials and non-essentials. She missed the big things of the lesson and wasted precious time on matters of minor interest or not related to the lives and experiences of the pupils. There is no reason why pupils should waste time in spelling, studying words which they can spell, and yet they will do so unless taught to pick out those with which they have difficulty and concentrate their efforts upon them.

Back of every great enterprise is organization. Every man who ever rose to the head of such an institution did so because he had the power of organization. So in the school this factor is important. Facts must not only be selected but they must be grouped into an orderly whole. The manner of conducting many recitations prevents any such orderly arrangement. In a recitation that the speaker observed in one of the large New York City high schools by actual count the teacher asked nearly two hundred questions in a fifty-minute period. It is quite unnecessary to state that with such a rapid-fire method all consideration of selection and organization of facts was out of the question. Sometimes we find cases even as extreme as this in our own supervision.

One of the great things in the development of the child is the quality of leadership. To be a leader one must at least learn how to lead himself. The child should always be taught to act on his own initiative. The fellow who can not act on his own initiative—who must always be told on the completion of a certain task what to do next—is the chap who is always looking for a job. He is always wandering about in the blind-alley of human experience. In a recitation witnessed a short time ago the teacher was the whole performance. He asked questions and answered them in the same breath. He monopolized the time of the recitation. The pupils had no show at all. The teacher should be a "director of the activity and the pupils the actors."

In the November number of Education in the article, "The Recitation as a Factor in Producing Social Efficiency," the writer sums up the above standards in these words: "I believe that when there is a more conscious, a more definite, and a social aim in the recitation, when there is a different organization of subject-matter by the pupils, when there is knowledge of how to study, a greater amount of pupil activity, more responsibility laid upon the pupils, a more searching consideration of a definite place for free conversation and interchange of ideas, an entire and thorough reform of the question and the cultivation of a critical attitude in the pupil, the recitation will then have reached its maximum efficiency.

There are critics who have assailed these standards bitterly. This is particularly true in the article under the title "Elementary Schools and Standards" by Superintendent Greenwood in the February number of the Educational Review. The fact that the author of the article has since passed away precludes any argument, but some of his criticisms are very far-fetched.

I should add to the above standards Personality. One great fact is personality. The school is to a large degree responsible for working upon the personality of the children. The speaker visited a school a few months ago where the personal appearance and pleasing manners of the pupils were in decided contrast to the school less than two miles distant where the pupils were ill-mannered, slouchy and slovenly in their habits. Both were rural schools and the home environment largely the same, but the pupils of the first school had acquired a large factor in the development of character that those of the latter school had missed.

The brevity of the time permitted to the dis-

cussion of the subject prevents the going into detail one would desire to fully develop such an important subject. To sum up the points I have tried to bring out in this discussion, I should say that

1. There is a necessity for the use of standards in determining the efficiency of the school.
2. The test of the school's efficiency is found in the recitation.
3. Most of the standards used are stated in terms of teacher instead of pupil.
4. The standards should be stated in terms of pupil growth.
5. The standards should not be based on mere unrelated scraps of knowledge.
6. Those things that are most prominent in living are most prominent in school, hence the application of the standards of successful living to the work of the school.

The next paper on the programme was read by Supt. Thomas A. Bock, of Chester county, on the

NECESSITY FOR CLOSER SUPERVISION.

The School Code aims to secure closer supervision of rural schools by means of provisions for assistant county superintendents and joint supervising principals. As yet the legislature has failed to provide the funds required to secure the assistant superintendents, and the stimulus needed to make the provision for joint supervising principals effective in any large way is lacking.

The necessity for closer supervision needs no emphasis before this body. You are aware of it. But apparently this necessity is not realized by the citizens of the commonwealth in any serious way or a need so apparent for so many years would have been met by appropriate legislative action.

The section of the code providing for assistant superintendents has very definitely called the attention of every school director and school official in the state to the subject; this body has seriously discussed it every year since 1909; state associations and county conventions of teachers and directors have called attention to it by resolution. Yet, after four years, both the provision for assistant superintendents and for joint supervising principals are practically dead letters for want of legislative action in appropriating funds to put them into effect.

I believe it is time we take some action as will lead to results. There never was a better time, because we are in the midst of an awakening to the needs of rural life and rural schools. Should we not take the tide at its flood?

The question, Do we need closer rural school supervision? suggests to the layman or the legislator that other question, What supervision do we now have? The writer of this paper was once a member of a farmers' organization at whose meetings intelligent laymen raised the question, What is a county superintendent for? Wouldn't we be just about as well off without him? Couldn't his salary be spent to better advantage on something else? This question we feel of course to be absurd, and yet so long as such a thought lingers with men, can we expect them to vote several hundred thousand dollars more to hire assistants to the superintendent?

The thought that the superintendent is not doing much springs naturally from the fact that he comes into each locality but once or twice a year and does not tarry long. Permit me therefore to present a detailed list of things that individual county superintendents are doing year in and year out in Pennsylvania. I have formulated these demands on a county superintendent's time from experience, from observation and from a perusal of your annual reports to the State Department.

I suppose it is not wide of the truth to say that a county superintendent is expected to travel seven thousand to ten thousand miles per year on official business. You superintendents will know, in your own case, whether this and the other facts made up from my own county are true or not. Our county has four hundred and sixty-two teachers under my jurisdiction, and covers nearly eight hundred square miles of territory. It has one hundred and ten thousand people.

During the first twenty days of visiting schools this year, I traveled seven hundred and fifty miles, visiting one hundred and forty schools and spending six nights away from home. That means traveling five miles to get to each rural school and home at night. At this rate fifteen hundred miles would cover all the rural schools. By going carefully over a road map showing location of school houses, I have figured that to cover every school in my territory will require two thousand, four hundred and sixty-four miles, visiting each of four hundred and sixty-two schools once and returning at night, a thing made possible with the use of an automobile and the short school day. If I should attend as many commencements as my predecessor—say twenty-five—it would require me to travel one thousand miles more. If I go to the National Convention of Superintendents at Cincinnati and this State Convention at Harrisburg, as I ought, it will mean two thousand miles more. If there are twenty-five other educational meetings to be attended, it will mean an additional one thousand miles. In many counties teachers' and pupils' examinations held at points distributed over the county mean almost an additional one thousand miles. That makes seven thousand five hundred, much of it over bad country roads at the season of the year when they are at their worst, and yet my county is not one of the largest.

What are some of the other things a county superintendent tries to do besides visiting schools? He attends probably one hundred public meetings, if we include in the list commencements, committee and board meetings. Most of these require at least three hours' time and probably on an average two hours for going and coming. That means fifty days of time used in this way, and many of these, coming during the school term, must be taken from the total number of days available for visitation. Since the term in the rural district is but one hundred and sixty days long, he must be very sparing of this time. Something like one hundred public addresses to be made

in a year require some time for their preparation, even though many of them may be repeated.

Then the superintendent has an office. Directors think it should be open every day in the year, except Sundays, though no clerk is provided to keep it open when the superintendent is out on the field. Hence he goes down into his pocket and hires a secretary. Count up the callers when you are in your office and cast an average. Is it too much to say that they average six per day, a trifle under two thousand a year, that they require an average of thirty minutes' time each, directors and teachers with problems, agents with articles to sell, parents, etc., one thousand hours or one hundred ten-hour days of the secretary's time or that of the superintendent gone. The telephone calls in and out of the office, I suppose, easily average ten a day, or three thousand a year. If they do and they average three minutes each, they require fifteen ten-hour days.

The superintendent needs some time to handle his mail. I suppose it is not extravagant to say that each superintendent prepares twenty-five circulars of information, programs, booklets, etc., for distribution each year. If he has some five hundred or six hundred teachers and, say, three hundred or four hundred directors, it means that for some of these he must address one thousand envelopes or wrappers. For the whole lot, at least twelve thousand five hundred.

I suppose it is a safe estimate to say that every superintendent of a large county averages writing six letters a day, or about two thousand per year. Surely it is not extravagant to assert that he receives three thousand pieces of mail in a year, much of which requires attention. He distributes each year some four hundred or five hundred report blanks to secretaries, all of which are returned to him. When they come back he must check up about three thousand items on these reports —record about half these items, forward those reports that are correct to Harrisburg and return the remainder to the secretaries with a carefully written letter pointing out the error and asking for its rectification.

Moreover, the county superintendent is the distributing agent for some two hundred or three hundred copies of the code each year, some fifty to one hundred report books, several hundred copies of the State Course of Study and some three hundred or four hundred more of the county course. High school manuals, Arbor Day manuals, drawing manuals, vocational pamphlets make up a few hundred more. It is not extravagant to say that in most counties the county superintendent handles some twenty thousand pieces of mail annually, the greater part of which he distributes, addressing the envelopes by hand.

Between whiles he writes or compiles or revises a County Course of Study, often with the aid of a committee. He organizes an annual County Institute, selecting talent, arranging numberless details, looking after printing and advertising, recording and reporting the daily attendance of six hundred to eight hundred teachers, arranging as best he may a week's program that shall keep a large part of a heterogeneous mass of six hundred or more teachers attentively interested. The financial end of this undertaking includes the handling of one thousand to two thousand dollars in fees collected from some six hundred to eight hundred teachers, as well as half a dozen other accounts. Usually twice a year a meeting of the County Directors' Association must be called, its program organized, etc. The ambiguous phrase of the law that directs the commissioners to furnish printing, leaving it uncertain whether this includes institute printing or not, leads most county superintendents to publish a Hand Book paid for by some fifty to one hundred advertisements, all of which must be solicited and collected for. These books grow large and require much time for proof-reading and distribution.

Local institutes, county teachers' associations, home and school meetings throughout the county are, in many cases, organized and planned by the county superintendent. In some counties these bodies have four meetings annually. In a few others the superintendent, realizing the great loss which the children suffer from inexperienced and untrained teachers, organizes and helps teach a summer school of Methods.

Teachers must be examined and certificated. Taking the state as a whole, the average number of teachers examined is one hundred and eighty per superintendent. That means about five thousand pages of foolscap to be read and marked. In many counties eighth grade rural pupils are examined by the superintendent. That usually means ten thousand more pages of interesting work.

After the reading, two hundred teachers' certificates, one thousand pupils' diplomas or certificates and (in many counties) five hundred to one thousand or two thousand certificates of award for regular attendance must be filled and mailed. Moreover it falls to the lot of the county superintendent to register the certificate of every new teacher in his county, compelling teachers to present them; to issue certificates of proficiency, and endorse every application for a normal school diploma.

He is asked to grade and mark the work of his teachers. A board suddenly in need of a teacher or a teacher suddenly out of a job both turn to the county superintendent for help. Though he is not permitted to appoint teachers, he usually runs a teachers' agency, of course without any percentage on the salary. With all these duties outside the hours of visitation, it is not strange that the visits must be brief and infrequent. I have not time to speak of the provisions of the law which require the superintendent to be a sanitary inspector of buildings, an inspector of property required to report to proper authorities the violation of legal requirements as to repairs, location of outbuildings, etc.

I have endeavored to show that the superintendent who wants to visit his schools annually, and early enough in the year to do the greatest good, must make his visits very brief —and can usually make but one visit, rarely two in each year. There is much to be done in this brief visit—gain the teachers' confi-

dence, size up the situation with respect to attendance, classification, ground covered, backward or delinquent pupils, special features of the program, regular program, discipline, skill of instructor, attitude of pupils, weak spots and their causes. Time is needed to help by showing weaknesses in such a way that the teacher will be grateful for it. Repairs and sanitary conditions must be noted, points of attack in recommending improvements, condition of outbuildings, yard, etc.

Neither may I tarry to speak of the columns of reading matter prepared for the newspaper, the organization of spelling contests, reading contests, corn clubs and garden clubs, of play festivals and patrons' days, of campaigns for better buildings, better teachers, for school libraries and social center activities, school consolidation and high schools, of flag raisings to be attended, of home and school meetings, of questionaires to be answered, laws to be explained and applied to puzzling concrete situations. Surely it must be patent that with all these burdens on the unaided county superintendent real and effective supervision is physically impossible.

May I enumerate some things that as a general rule are not done in and about country schools, but which are being done more or less effectively in schools under local supervision?

The compulsory education law is not carefully enforced, employment certificates are not carefully issued, the vaccination law is often entirely ignored or allowed to lapse, parent-teacher associations are not often formed, retarded and deficient children encumber classes until they pass the compulsory age, the salaries of teachers are not often raised above the minimum, good teachers are not attracted nor retained. Modern toilet facilities are not provided, hot water, soap and towels are not found, agriculture is not taught, text-books are not carefully selected nor carefully distributed, courses of study and directions of the superintendent are not carefully followed. Pupils are not carefully graded, teachers' meetings are rare and poorly organized, teachers are isolated. Penmanship work is poorly graded. Debating club work is neglected, play grounds are neglected, sanitary sweeping is rare. Slates are still used, the open water pail is still found, toilets scarred with indecent markings abound. The professional growth of teachers who remain in the country is almost nil. Music instruction is poor or absent, supplementary reading and other needed apparatus are not supplied, busy work materials are missing. There are no supervisors of drawing, music, industrial, agricultural or household-arts work. Substitute teachers are missing. There are no school nurses, no truant schools, no special classes for backward children, no directed social activites of pupils, few school exhibits. There is no vocational work and little professional reading by teachers.

In view of this great need for the supervision of rural schools, is it not time that this body, as an organization of those who know this need best, attacks this problem with all the might and wisdom that we possess to bring about a change at the coming session of the legislature?

Granted that sentiment among county superintendents and administrators is divided as to the best scheme for supervising rural schools, whether by the employment of general assistants who shall be specialists in primary work, agriculture, school nurses, etc.; whether we should have union superintendencies of townships as in New England, or district supervisors as in New York or rural school inspectors; granted too that among writers on school administration the county board with large powers over local schools, including taxation, purchase of supplies and text-books, the selection of teachers, location and erection of buildings, seems to be favored at present as the ideal system, shall we not, as Pennsylvanians, select that plan which is the natural outgrowth of the system we now have? This probably was the controlling thought of those who framed the code and inserted in it two schemes for securing supervision of rural schools.

Our department has gone on record by formal resolution adopted at Pittsburgh last year, in favor of an appropriation by the legislature to make effective the provision for assistant county superintendents. Perhaps this scheme is not ideal but it will make a forward step.

If in 1857 when the law creating the county superintendency was enacted those teachers who felt that it might hurt them had held back from giving it their support, it might not have come for many years. When the first election of county superintendent was held the salaries of the men ranged from seventy-five to fifteen hundred dollars, only one at fifteen hundred dollars and three or four at one thousand dollars—generally about two hundred and fifty dollars. But the men of that day realized that it was time to make a forward step and, thanks to their sacrifices, we enjoy to-day the fruit of their labors in such supervision as we have.

These two plans of the code are not antagonistic but complementary. To get real supervision of the kind needed to bring about the much needed changes in the rural schools, wise consolidation and agricultural high schools, will require the employment of a local superintendent or supervising principal, paid for largely and employed by local boards. This man, having less than fifty teachers under his jurisdiction, can visit them frequently, look after supplies, repairs, playground, sanitation, libraries, courses of study. He can supervise the grading and teaching, build up public sentiment in favor of desirable improvements and evolve an efficient system out of an indifferently good one.

But, while I do think it will mean more for immediate supervision to get joint supervising principals, I also think that it will be harder to get them unless their employment is stimulated by means of a large appropriation to the districts electing them or by the enactment of constructive legislation that will make it easier for the necessary four or five townships to unite than is possible under the present law.

On the other hand, the provision for assistant county superintendents is *in* the law, and, while slight amendement may be desirable, it

is not essential. The only thing needful is an appropriation large enough to put it into effect coupled with a provision for calling together the quadrennial convention of school directors, or, better still, so changing the code that the annual convention of directors may vote to make additions to the salary of the assistant and to that of the county superintendent—the latter should be kept at least one thousand dollars above the former and readjustment may be necessary to bring this about.

Personally, I think it desirable that it should be possible to make the assistants' term less than four years. But this is not essential. It would also be desirable if the law should provide that the county commissioners should furnish traveling expenses to the superintendent and assistants, but this had better not be mixed into the matter now. We might, however, try to get such an amendment through the legislature in 1917, to take effect May 1, 1918, when the new superintendent comes into office.

But, as I said, I believe we ought to stand back of the appropriation for assistant superintendents unanimously, because it is the simpler matter to get now. There is already far too much for a county superintendent to do in a year as he ought. We can profitably use all the assistants the law allows together with the stenographer that Dr. Schaeffer recommends and, by the time we get local supervising principals, we can still use our assistants either as specialists or in helping us take care of the many details of administration which will come when we get our new vocational schools, industrial, agricultural and household-arts schools fully established.

Would it not be wise for us to prepare an appeal to individual legislators, written by our best pen, quoting some of the best ideas brought out in the discussion of this subject here during the last five years, and mail it personally to each member of both houses? Then appoint a committee to frame a bill, to see that it is introduced into each house, to appear before the Education Committee of each house and the Governor, before the State Department and the State Board; if necessary, to be on hand during the closing hours of the session. Have each person here agree to see personally every representative and state senator from his county and endeavor to get his support for the measure—each of us to organize a letter-writing campaign in his own county among school directors and other interested citizens so as to make apparent this great need of the schools and the children on the farm.

As said before, I am personally inclined to believe that we should get more nearly what the rural schools need if we had local *joint* supervising principals, employed, if need be, by several townships jointly. The fact, however, that three or four, even six townships must sometimes unite to make this plan feasible makes it difficult to inaugurate. It is hard to get united and harmonious action from so many co-ordinate units. A state appropriation of, say, eight hundred dollars, to every such union that would form itself and appropriate an equal amount for its joint supervising principal would tend to make it easier to unite the townships. Lest, however, some township be isolated by such unions among her neighbors, it might be wiser to have legislation that would provide for a districting of each county by some such body as the officers of the directors' association—acting with the court and the county superintendent—such districting to be made only after a full hearing of all parties concerned—and to be permanent for a period of ten years.

For the present, however, I believe that we should try to get the appropriation for the assistant county superintendents.

The next paper was read by Supt. Frank Koehler, of Monroe county, on

PROFESSIONAL TRAINING FOR YOUNG TEACHERS.

It is now a generally accepted principle that high moral character, fine manners, good scholarship, devotion to duty and professional training are the true requisites of a first-class teacher. The first three of these may largely be stimulated and developed at school, but the last two—devotion to duty and professional training—are and cannot be completed in any school. The reasons are manifold, but perhaps the most obvious is, that the student-teachers who are being educated in our institutions of learning are young and inexperienced. They have not sufficient breadth of observation and foresight to know what is required of a teacher. After being in the school room for a month or two these student-teachers discover that something is lacking. They realize that some part of their preparation has been superficial, and they turn to available sources for help in fitting themselves for the vocation into which they have drifted.

A careful estimate of the teaching force of our country shows that more than one-fourth of the entire force is recruited every year, and that less than one-fourth of the recruits have had any normal school or college training. This means that about two-thirds of the beginner teachers come from the ranks of our public schools with only a very meager preparation in the common school branches, or at most having completed a high school course with none, or but little real professional training. Many of these poorly equipped teachers are constantly being employed in our rural districts for various reasons; and, as a matter of fact, we can readily understand why our rural schools are in such a deplorable condition in many communities.

Our normal schools and colleges are doing a noble work in preparing a part of our teaching force; but they are too few in number and not sufficiently well equipped to prepare the large number of new teachers needed every year.

It has been estimated by men of large experience among our educators that, if every normal school, every college, and every university now in existence in our country, were filled with students and would prepare them for teaching only—that all these institutions could supply but one-half of the teaching force needed. If this be true, then for many years to come we must look to other sources to supply us with a great part of our teachers.

So acute has this situation become in many country districts, and so great is its general import, that our United States Commissioner of Education felt constrained to call a national conference on teacher-training for rural schools, September 24–26, which conference met in Chicago and adopted some notable resolutions, a few of which read as follows (there were ten resolutions, only five are quoted):

Whereas, an investigation recently conducted by the National Bureau of Education discloses the fact that 32.7 per cent of the rural teachers now in service in the United States have had no professional preparation for their work; and in view of the accepted significance of rural education to our national life, and as the success of tion discloses the fact that 32.7 per cent. of tent upon the teacher; therefore, be it

Resolved, That it is the sense of this conference that all educational institutions which can readily lend themselves to such purposes, be utilized to train teachers for the rural schools.

(Resolutions 1, 2, and 3 refer respectively to colleges and universities, state and private normal schools, state agricultural colleges and agricultural high schools.)

Resolution 4.—That the preparation of teachers for rural schools in county-training schools and in teacher-training classes in high schools is approved as a policy where more extensive training is not at present feasible; and it is recommended that such training in high schools should not be given before the junior year and no diploma of graduation be granted before the twelfth school year is finished.

Resolution 5.—That the need for professionally trained teachers to take charge of teacher training in high schools and in county normals is very keenly felt, and hence we urge upon institutions engaged in the training of teachers the necessity for their offering suitable training for such positions.

Resolution 6.—That we urge upon normal schools, colleges, and universities the reasonableness and justice of admitting high school training-class graduates with rights and privileges equal to those extended to other high school graduates.

Resolution 7.—That we commend the extension work, the rural school and rural life conferences, and summer sessions of our normal schools, colleges, universities, and agricultural schools as a means for the improvement of rural teachers in service, the promotion of agricultural education, and the betterment of rural life through the home, school and church.

Resolution 8.—That the training of teachers for the rural schools should be such that they will be fitted to utilize the boys' and girls' home-project work as a means of motivating the industrial, social and educational life of the school, the home and the community.

I admire Dr. Straughn's suggestions recently given at the Annual Meeting of the Principals of our Normal Schools relative to the licensing of young teachers. If these suggestions were carried out, we would soon have corps of beginner teachers more properly trained. His plan is as follows: "Admit to the provisional certificate course in the normal school such students as meet the requirements for normal school entrance; have them pursue one or two years in residence at the normal school, at the end of which time these students would be permitted to teach under a provisional certificate for two years, with the inducement to return to the normal school to complete the remainder of their regular normal course, full credit having been given toward graduation for all subjects previously passed in the provisional certificate course."

Such a course would induce many young men and women who are compelled to work their way through school, to take up the profession of teaching.

Having definitely decided in our own minds there is a necessity for better trained teachers, and knowing that our regular training schools are not capable of supplying the great demand for such a class of teachers for at least a decade to come, let us for a few moments meditate upon the following:

1. What branches or subjects are absolutely necessary for a beginner or young teacher in addition to the training received in the public or high school curriculum?

2. Is it necessary for the young student-teacher to attend a so-called practice school or an observation school?

We are aware of the fact that everyone educated in the public schools gets certain ideas or notions of teaching from his teachers; these ideals are born of a long-time experience, which should be sufficiently definote to enable one to begin teaching school with some degree of intelligence; but conditions in the *school attended* and the *school taught* may be so different that the young

or inexperienced teacher may not be able to adjust these widely different conditions to the extent necessary, and her success as a teacher for that term is not very bright.

This so called failure is ususally due: (1) To improper organization of the school; (2) to poor disciplining; (3) to non-professional attitude of the teacher; (4) to want of sympathy and proper advice; (5) to want of tact and incapacity to do good teaching. Other reasons for failure can usually be classed under one or the other of these headings enumerated. But what branches or subjects will assist the young teacher to do more efficient work?

It seems to me that, in general, these professional studies should be required of every young teacher before they could be qualified to teach:

1. Educational psychology (not systematic psychology, for that can be learned and the learner know nothing about teaching). But a knowledge of the principles of psychology, special methods of teaching, including a treatise on school organization and proper disciplining can be studied in a few months and cannot fail but be very suggestive and helpful to any young teacher.

2. Young teachers should know "how to study." Too many of our teachers do not know how to assign even a lesson properly, much less do they know how to teach their pupils to study. We speak of waste in the factory, of waste on the farm, of waste on the battlefield; but, to my mind, these are not to be compared with the continual waste in the school room!

3. Young teachers should be well versed in story-telling, games, school room ventilation, heating and cleanliness. Too many of our young teachers fail to make school interesting as well as instructive. History, literature, art, science—all present most excellent opportunities to relate hundreds of adaptable stories which will awaken the dullest of minds, if only our teachers know how to present them. The teacher should know all sorts of games and how to institute and supervise them. Good games cultivate the social qualities in the child, and at the same time act as a recreative force.

We all admire and respect the teacher who has her school room clean, properly heated and well ventilated; but how many such rooms can be found in any county? And where is the training school that offers a course of instruction along these lines? Two thirds of our teachers do not know how to ventilate a building properly, nine-tenths do not know how to manipuate a coal stove in a one-room building so that no gas escapes; one-half show no training in school room cleanliness. What wondrous tales we superintendents could unfold along these lines, were we disposed to do so! Teachers and janitors of school buildings should be obliged to take a thorough course in school room cleanliness, ventilation, and the proper manipulating of stoves and furnaces. Other branches of knowledge may greatly assist the young teacher, but those already presented are fundamental.

How about the educational clinic or practice school? Is it necessary for the young teacher to attend an observation or practice school? If so, what are some of the advantages? We believe that the center of interest in every training school should be the school of practice. Too often in our normal schools it is merely an annex school. A practice school is as necessary to a normal training school as a laboratory to a hospital, or a farm to a school of agriculture. The practice school should be the primary source of ideas as to teaching. The concreteness of the practice school is of great value to the student-teacher. Some of our practice schools have during the past years been a mere "sham," while others have done most excellent work.

The classes for practice in the model school are generally small. On the other hand in some of our large cities we find large practice schools. But this provision is rare. Practicing with a dozen children, with a training teacher hovering near, is a long way from the stern reality. No wonder that the normal school graduate so often returns to his alma mater to tell her teachers reproachfully: "I have had to unlearn all I learned at the normal school." Of course, there will always be need of adjustment to new educational surroundings; but a clear conception on the part of the teacher of what constitutes an ideal school, will serve as a great factor in helping her to arrange and organize her school properly.

This leads to two important questions: (1) Should the student-teacher see other other student-teachers trying to teach, or should he be allowed to observe only teaching by the most experienced and best teachers? In answer we must say emphatically that no student-teacher should witness only the best kind of teaching; but, in order that a true basis of comparison can be made, some school or schools which are not up to the standard should likewise be visited. We used to say that the child should never see wrong forms. We know now that he will see them sooner or later, and that he invents a good many for himself. "He who is forewarned is forearmed" is a maxim worthy of consideration here. The value of student observation is large dependent upon conditions surrounding it. In the first place, neither observation nor practice teaching will very much profit the beginner

unless what he sees or does is typical of real school conditions.

Should the way be carefully smoothed for the young teacher? We believe it should. Pardon a personal reference, when we say that it has been our custom for the last six years to invite all our beginner teachers in the rural schools of the county to assemble in the court house auditorium for a two days' session to discuss such problems as might easily discourage a young teacher, and to impress them with the great possibilities, etc., lodged in the schools they are about to teach. This meeting is held after our borough schools have opened for about a week. At least one-half of the time is spent visiting schools in the boroughs taught by the most experienced teachers; from thirty to fifty minutes is spent in each room visited; the most rapt attention is usually given by these young teachers. This "school of methods for beginner teachers," as we have named it, seems to have had a very beneficial effect upon the educational work in Monroe county. Several teachers have asked special permission to attend this "school for beginners" for three consecutive years. The results are manifest in different lines: such as closer relation between a superintendent and teacher; a better and clearer conception of what is expected by the board and superintendent; a greater love for the profession; and more devotion to real duty.

In our county we have annually from 27 to 40 beginner teachers. During the past six years we had 208 new teachers; all of these attended this "school for beginners" except eighteen. Many boroughs and cities are doing practically the same thing for their new teachers as we are doing, and with good results. If our superintendents and other school officials will once awaken to the full realization of what can actually be accomplished along these lines, the rural school problem will become somewhat easier. We as school officials must admit that we have been derelict in some of our plain duties towards our young teachers. Our legislature has been even less considerate and our school boards have made many unfair and unjust demands.

Looking at this proposition from a business standpoint, and seeing what has been accomplished to better conditions—to assist those entering the profession to do things better than in the past,—we find ourselves somewhat non-plussed and at a loss to explain why we have tolerated this state of affairs for all these years. And now we arrive at the crux of this whole proposition. Dare we remain inert much longer?

Great business enterprises usually have one great head, known as manager or superintendent. He has under his care and supervision assistant managers or superintendents. These in turn have their assistants, or "little bosses" as they are generally termed, and so on until some overseer is found to inspect and direct the work of from twenty to thirty workers. A visit to a large department store, the Bethlehem Steel Works, Simon's Silk Manufacturing Plant, the mines and shops of whatever nature, will reveal the stern fact of thorough organization, inspection and supervision.

Our schools in the larger centers of population are awakening to a true realization of their inefficiency along these lines and are beginning to apply the lessons taught by these captains of industry. And when our rural communities once fully realize the injustice to which they have been subjected by the state failing to make proper provision for closer supervision of their schools, there will be such a mighty chorus of justified protests, that our legislature will some day be found prostrate at the altar of rural needs and justification. Then, and not until then, will dawn the millenium of the great possibilities that are now practically dormant in our annual recruiting army of young and inexperienced teachers.

In summarizing my statements, permit me to say that our young teachers, as a rule, possess sufficient knowledge in the branches they are required to teach; but they do need a master teacher's kind advice and sympathy, frequent contact with his true professional spirit so that they may become fully touched and imbued with high and noble ideas as to their calling, and thus day by day, become more devoted and consecrated to their life's work—the noble profession of teaching.

Dr. W. E. Halbrook, of Arkansas, then addressed the department on "Rural School Supervision," after which President Roth named the following committees:

Resolutions—Supt. J. W. Sweeney, Elk County; J. Kelso Green, Cumberland County, and J. W. Snoke, Lebanon.

Nominations—Supts. E. M. Rapp, Berks County; George A. Grim, Northampton, and C. A. Weisberger, Clearfield County.

Committee to Confer with Dr. Schaeffer in Reference to Standardization of Schools—Supts. Wm. W. Evans, Columbia County; L. M. Jones, Jefferson, and H. D. Freeland, Greene County.

WEDNESDAY MORNING.

THE department convened at 9:30 a. m., taking up the order of the program. The first paper was read by Supt. I. H. Mauser, of Northumberland county, in answer to the question,

HOW SHALL WE GET PROFESSIONALLY TRAINED TEACHERS IN THE SCHOOLS?

If a profession or a trade does not offer sufficient inducements for a man or a woman to fit himself for it, it is likely to be more the fault of the profession than of the man, and it behooves the profession to adapt itself to circumstances, to the necessities of the occasion, and to what the times and the years demand. This question of obtaining professionally trained teachers for rural schools has been discussed at almost every important meeting of educators in the country, and apparently we are as far from its solution to-day as we have been for years, so that the mere discussion of a question is not likely to produce any more effect than only to show what ought to be done. In some respects it is a very entertaining intellectual diversion but of little practical value.

Can we name the teacher's calling a profession, as it is now regarded by many who seem to enter it, especially those who begin teaching in rural schools? How many begin teaching for the mere purpose of acquiring a little money to tide them over to some profession offering better inducements for the exercise of their talents? How many of us would have remained as teachers of country schools if there was nothing better in view? Statistics of my own county show that 75 per cent. have taught less than ten years, while last year almost 15 per cent. were beginners. This includes borough as well as township schools, though the major part of the percentage was in the rural schools. Only 25 per cent. had taught ten years or more. The state of New Jersey, according to Commissioner Kendall of that state, had 5,000 out of 14,000 teachers who had taught ten years or more. This, of course, includes cities and boroughs, in all about 36 per cent. of the teaching force. In my own county's statistics I am including only the teachers under my own supervision, considerably less than half of all in the county. As the independent superintendency districts contain the large boroughs and a large compact township in all of which the percentage of longer experienced teachers is higher than in the smaller townships and boroughs, I think I am safe in saying that our per cent. of ten years or more experienced teachers is fully as high as that of our sister state. There is little doubt that this percentage will hold good pretty well throughout the country. But is there any of the other learned professions that shows anything like so low a percentage of stick-to-it members? Certainly not, and therein is the strongest evidence that something is radically wrong with the teacher's calling. The lawyer, the doctor, the clergyman, and any of the other learned professionals enters to remain, to work his way up as far in that profession as he can. Why is it so with only a small part of those following teaching? The cause of this discrimination is not far to seek. The other professions offer inducements in the way of salary and conditions that teaching does not.

It is only too true that too many enter the teaching profession with little or no professional training. And, considering the meager salaries paid in rural schools, is it any wonder? As a financial investment, does it pay to invest several thousand dollars in a university, college, or even in a normal school training so as to earn $40 a month, seven months in the year? We may talk about love for the work, the glory of the profession, and the noble galaxy of great minds that has been engaged, and is now engaged in the work, but all these things are not sufficient recompense for the actual needs, if not even want, that so meager a salary fails to avert. Even the more "munificent" salary of $50 a month which the state statutes provide after the neophyte has taken his initial degree of two years' service, and has shown his fitness to enter the inner temple does not satisfy the ambition of the average young man sufficiently for him to continue in the work for a lifetime.

The fact is the rural teacher's work is not taken seriously enough by the community which he serves. Too many communities regard school teaching as a sort of by-product of intellectual energy, and it is little wonder that many teachers so regard it. It is a step to something better, and if he has what is generally regarded as a laudable desire "to get ahead" in the world, the teacher will leave the work for something more seriously considered.

Right here we might pay our respects to the present salary-grading of certificates. If a minimum salary of $40 a month is considered adequate for the service rendered by the beginner during the first two years, is $50 enough after two years of successful experience? I am presuming, of course, that the minimum salary law of the state prevails in most rural districts. Some of my districts have increased this somewhat, but with the exception of two, not to any very appreciable extent. It seems to me that experience is about the most valuable factor in a teacher's training. If he is worth $40 when he begins he ought to be worth at least 50 per cent. more after two years, and I am not so sure but that it ought to be 75 per cent. If the latter, a professional certificate ought to be worth $70, and a state permanent certificate ought to be at least worth $10 more a month than

a professional certificate. To obtain a state permanent requires more preparation, more energy of mind, than a professional, and it ought to be worth more, even if only as an encouragement to the teacher who wants to make teaching his life work. For the same reason a normal diploma should be worth more than a permanent certificate, and a college state permanent should be not less than $100 a month. It requires sacrifice of time and money to thoroughly prepare professionally in university, college, or normal school and it ought to be recognized. These salaries are not impossible, and no one will doubt that the faithful, conscientious teacher is worth a great deal more to any community, and if paying such salaries constrains worthy men to remain in the profession, why should the welfare of the rising generation be imperiled because of the additional dollars it will take to pay anything like a just recompense?

But salaries must be graded according to the community's ability to pay. For that reason, if salaries are to be increased very materially, the state must step in and provide for the additional pay. The state has already assumed the responsibility of fixing a minimum wage, and also of granting assistance to the local body politic in the payment of increase over former legislative requirements in this respect. Say what we will, salaries are a very important inducement to bring men and women into the rural field and to keep them there.

The country must compete with the town, not only in salaries, but also in conditions. If the conditions of the country are not so good as those in the town or city, effort ought to be made to make them as nearly so as possible. This leads up to country consolidation of schools. One of the strongest arguments for the efficiency of town schools is their systematic grading. Why cannot the same conditions prevail in the country. Experience shows that it can. It seems to be the immediate ambition of almost every country school teacher to enter town school work, and the grading of town schools is very largely responsible for this preference. The country school teacher in a one-room schoolhouse, at present, does his own janitoring, and he hears some thirty or more classes a day if he has a fairly large school. If he is at all conscientious, he knows that he cannot do justice to the children under such circumstances. The fact is, many things about the country school have not improved much in the past fifty years. We have some better buildings, the furniture is better, the ventilation in many is about the same, and theorganization is about what is was in the sixties or seventies. The school equipment has improved very little, and the old stove still persists in sending out its fumes of sulphur when the wind is contrary. The average of excellence in teachers is higher by many per cent., but the teachers are handicapped by inefficient organization. So as not to be misunderstood in this advocacy of organization as affecting too seriously the individuality of the pupil I may add that a proper organization should not weaken the individuality, and it never will in the hands of the skillful teacher.

On the other hand, consolidation means good buildings, modern in equipment, well heated and ventilated, and the school is that of any well graded town institution. Consolidation has been so thoroughly discussed that it is not necessary to enter into details here. Suffice it to say that it will better the condition of teaching, benefit the teaching profession, and will certainly improve conditions for the pupil. It will mean closer supervision, because every principal of a consolidated school will be a supervisor. It will mean better salaries for principal, and in time, for the teachers, because experience has shown that salaries generally improve along the whole line. It will be the strongest inducement for teachers to remain in the profession and to fit themselves properly for it. It will reduce the number of teachers, because in some country districts better work could be done in graded schools with half the number of teachers than is now being done in mixed grade schools with the present number of teachers. I may be pardoned for again quoting Commissioner Kendall of New Jersey, who claims that his state has too many teachers, that there is one teacher for every 205 of the population. My own county can "go him some better" than that. By the best estimate of population at present we have one teacher to every 200 of population, and under present conditions we hardly realize that we have too many.

I will not discuss the length of the school term. I cannot really see why the country boy or girl should have from one to three months less of school than the city boy. It is true that there are some compensating circumstances for the shorter term in the country; and for argument's sake granting that there are, why not elect the principal at least for the full year? During the school vacation he could very profitably maintain a general oversight of the pupils in his district by directing their reading, their manual training, play, pastime, etc. The efficient man in such a district would be a power in the community, not only among the pupils but among the parents as well. Other countries are coming to this, and America will follow suit. The question

of efficient preparation for such teachers will be settled in short order when the country can offer such positions along with adequate recompense. A live, active, energetic school principal will set the pace for his assistants, and when the rural community once sees the advantage of such schools it will follow in the wake of the town schools in advancing salaries that will make it worth while for the teacher to obtain the professional training requisite.

Just a word about the tenure of office. I am not certain whether this can be improved by appropriate legislation. The tenure of office is entirely too uncertain in rural districts. Too often a fairly good teacher must make way for a favorite relative. I believe that it is the rare exception for a strong teacher to lost his position merely to make room for some one else who may have a relative on the board. But it does happen sometimes. The code provides, and, in fact, the old law made the same provision, that a person holding a permanent certificate could be elected for three years. This provision of the law, I think, is generally disregarded in the rural districts, likewise a two years' election for a professional certificate. A life tenure is questionable. It may in time work out right, but it remains to be tested. However, the disastrous habit of moving teachers every year from one school to another cannot be discouraged too vigorously. One exceptionally good teacher, in many communities, must be changed each year so that all the parents in the district may have their children under his tutelage for a year at least. This is an injustice to the teacher, because by the time he is fully acquainted with his pupils at one school he is moved to the next. Many rural communities are hypercritical. Gossip is rampant, and the teacher comes in for his full share of attention by the gossippers. Such communities hardly deserve serious attention when efficient teachers are doled out, and they add to the general make-up of undesirable conditions. Such communities are, however, becoming fewer, and their extinction cannot come too soon.

Again, if we want to retain the professionally equipped teacher in the rural school until his teaching days are ended, or he becomes superannuated, as the preachers have it, some inducement must be offered to keep him in the work until he is retired by age or incapacity because of physical defects. No profession is so poorly paid, unless it be the ministry of some congregations. But there is no church that has not made provision, or is making provision to take care of its worn-out clergy. There is no use in mincing matters. If the state cannot do what even the smallest and weakest denominations do, then so much the worse for the state, and so much the worse for the effort to build up a strong teaching profession. Old age has its terrors and the greatest of these is the fear that when the time comes when the ability to work is ended that the only recourse is to become a public charge. The state can never repay the service of a faithful, earnest, efficient teacher, not even by pensioning him, and it ought no to refuse him a bare subsistence in his old age. There is no more sorrowful sight than to see such an one depending on charity, and no one will enter any profession that has nothing better to offer. It is said to be characteristic of republics to be ungrateful, but there is no reason why a republic should be more so than a monarchy, and some monarchies do not hesitate to pension their worn-out teachers. The success of republics depends as much on the school as does the success of monarchies, and there is no reason for ingratitude. Just what form of old age remuneration should be made I do not attempt to say, but the necessity for some kind is apparent to almost every one, and when railroads and manufactories pension their employees there must be something "out of joint" if the state cannot do as well.

In conclusion, we are probably inclined to look back to a period sixty or eighty years ago and regard that time as somewhat of a dark age. How will the descendants of the present generation regard us in attempting to solve some of our problems? By that time we hope that all the perplexing problems of the present age will be completely solved to the full satisfaction of that generation, and they may look back at the present time as an age emerging from the twilight dawn into a brighter day, and whatever success we may have in bringing this about, at least, full credit may be given to us for our efforts.

The next paper was by Assistant Supt. Orton Lowe, of Allegheny county. As he could not be present at this meeting it was read by Assist. Supt. Dickey. His subject was the

IMPORTANCE OF RURAL SCHOOLS OF METHODS.

Thomas Hughes of Rugby fame tells of a Hindoo school boy saying to his master, who was flogging and admonishing at the same time, "If you floggee, floggee; and if you preachee, preachee; but no floggee and preachee at the same time." To this natural remark the master replied, "I must preach to you at a time you will listen to it." That was sound pedagogy, whatever that may mean. There is a great deal of difference between being confronted by

methods as a theory in a training school, and being confronted by a condition that requires some knowledge of ungraded methods in opening a school next Monday morning. Preaching of method is more convincing when the article of agreement has been signed and the opening day of school is near at hand. But withal, it is a sane philosophy of living that would not cross a bridge before the bridge is reached. The teacher who acts on this philosophy is not given to borrowing trouble and is usually in wide-awake working trim. She can enter her school on the first Monday morning of the term—provided she spent all of Saturday before in setting things in order—with self-reliance and resourcefulness at her command.

Now, if this opening day has been preceded by a week or two of practical instruction in school methods for rural schools, the teacher will start with good initiative, a thing that means very much in the success of the term's work. This, of course, goes on the supposition that she has somewhere in her schooling mastered the gentle art of cramming, an indispensible art in all administrative affairs. Indeed, five days of these practical rural methods, at the opportune time—or psychological moment as the professors would say—of school opening, is worth about five months of theoretical methods a year previous to the time of beginning to teach. And if the teacher cannot comprehend this intensive instruction and hold it in reserve for daily use, she will likely find her capacity and initiative outclassed before long by the capacity and initiative of the pupils, and she will cease to be in control of the situation.

In addition to rural schools of methods coming at the right time to serve well the young teacher, they must come at the right place. Methods, like morals, are to a certain extent a local affair. The needs of a school unit such as a county ought to be well known by the county superintendent and supervising principals under him and by the experienced and skillful teachers at work. The rural school problem is local and locally must it largely be solved. In fact, the best place to learn how to do anything is the place in which the thing is to be done. This local consideration will not preclude the necessity and wisdom of bringing into schools of method school persons working in communities of like nature, or even persons skilled in methods of presenting certain subject-matter that must be the same in all districts. A keen and active superintendent can manage to give in his county, and at nominal expense, more effective instruction in rural methods than does the normal school through its course as now arranged. This brings us to the third consideration of the importance of rural schools of methods.

It is for all kinds of beginners, and could well include all experienced teachers who are going to teach in that particular county for the first time—beginners with county provisional certificates, normal certificates, and college provisional certificates. In fact, the girl from the normal school or the college, who did not grow up in a rural school, is about as helpless as is the girl who never attended such institutions, provided they are all of the same age. The point I would make is this: Both the normal school and the college have offered no concrete training for the teachers of our ungraded country schools. In other words, the county superintendent must set any beginner on the right road. It is too wasteful a process to drive or walk several miles to a one-roomed school and take an hour on the arrangement of a workable program and the organization of the school when such work could be done so much more profitably in class instruction in a school of methods. Then on the first visit the superintendent could see whether the instruction had been set in practice or not.

Before taking up what would be included in the work of rural schools of methods, I must point out wherein the girl with the normal certificate falls short in teaching a country school. The college or high school girls are short, too; but they do not claim to be professionally trained. This consideration will to some extent imply what should be presented to the teacher before the opening of her school. And it may raise the vital question: What work that is professional does the normal school do anyhow?—for girls almost always say that their academic foundation was laid in high school. The general defects as I have noticed them in girls from the normals are these: Inability to intelligently adapt themselves to a prescribed county course of study, and the tendency to be always seeking for some easy method by which to get results other than by getting them through continuous application and hard work. Here are some of the specific things the girls do not measure up to: Ability to tell a story well (Dr. Hall's first requirement of a primary teacher), or to be able to tell a half dozen standard children's stories; ability to handle phonetic sounds, to mark words diacritically, and to pronounce correctly the vocabulary of school room life; ability to read well orally; ability to carry on an intelligent conversation with a child about something within the range of his experience. On the personal management side they over-explain and with the pupils sitting too much, they over-do written work, and they monopolize the limited blackboard.

(Whenever a blackboard is accessible in a school without the aid of step-ladders, it should be in constant use by the children.) The contention is held that in the long run teachers teach about as well as they have been taught. Are our normal schools asleep, or, perchance, have they gone on a journey inot a far country? Until they awake from their sleep or return from their journey there is no hope left in Israel save the rural school of methods.

What are the possibilities and the limitations of the rural school of methods. The first aim no doubt should be to send the teacher to her school room full of enthusiasm for the work, determined to succeed, and resolved not to be set back by failures. The general sentiment of the school and the efficient leadership of the county superintendent will largely determine this. But vital as this is, the ability to measure her success must go hand in hand with it. She needs to be given standards of success in management and in the progress in subject-matter. It is unwise to travel hard and find at the end of the day that you are not at the place you aimed to go. School room work is not haphazard. It needs to be planned, and planned with care. And the success of it needs to be measured with sensible standards. That success comes or does not come according to the teacher's control of the room and presentation of the subjects. A teacher may spend all of her time blowing the whistle but never getting to real work. Yet it is safer to err on the side of too much planning than to develop wandering attention and spasmodic work for the lack of it.

Methods are to be of two kinds: Methods of school management and methods of the acquiring, not merely the presenting of a subject. Under the former should come three things: home-keeping, or the general care of all school property; the management of the room in relation to attendance (a good teacher is worth half a dozen truant officers), punctuality and application; the arrangement of a program and the planning of work. As to instruction, the methods might be classified as methods of oral work and as methods of written work, keeping in view a properly conducted recitation as a unit of this instruction.

Let us briefly look at each of these phases of rural school of methods. This might best be done by a few questions. Can the teacher keep a room swept and dusted? Can she tighten the spring in a window shade and supply it with a cord to adjust it? Can she take care of a fire in a coal stove and do it successfully? Does she keep a clean wash basin and a water pail with water in it? Does she see to keeping the slates clean and all pencils well sharpened? In short, is the room in condition to begin work when the gong sounds? You may say that no normal school nor superintendent should be necessary to teach these things that all teachers should naturally know. But teachers don't naturally know them, and there is your condition number one and not your theory.

Is the teacher in conflict all year on the question of excuses and discipline. She needs counsel in the treatment of absence and tardiness and suggestions on keeping order, though the latter point is one that the personality of the teacher must largely solve. Is the program well arranged and are there enough classes to accommodate the pupils? Have classes been properly combined and does each child recite every quarter session? Has the teacher found out that classes for oral work, such as reading orally, require more time than does a subject that is developed to the whole class? Does she lose one minute in rotating classes and so lose 10 per cent. of the actual school day? Does she develop the child's vocabulary at random, or does she plan for it? Does she plan carefully ahead her language work and provide material for it?

As to methods of presenting the subject, three pertinent questions might be asked: Do the children in the school read and talk so that they may be heard and understood? Do they write a page so that it can easily be read? Can the teacher ask a question in a few words, and can a child answer it correctly i na complete sentence? Is attention given to posture in both oral and written work? Can the children sit up and stand up? Does the teacher know what constitutes a successful recitation? These questions imply that some things at least may be done by a rural school of methods to help the inexperienced teacher.

In the last place, how can this school of methods be conducted? I can best answer this by telling briefly of the way Supt. Shaw conducts his in Westmoreland County a week before the opening of the term. The school is without cost to teachers, save their living expenses. Not only is it attended by beginners and teachers who have taught one year, but by many others. It is apart from the regular County Institute that is held in December.

The instruction is by practical school men from neighboring counties, by district superintendents and supervising principals in the county, and by teachers of skill and experience in the county. The nature of the instruction is along the general lines I have pointed out and is very concrete. It deals with the sanitation of the room, the arrangement of the program, the standards of success, and methods in presenting the branches. Some local teacher will be pres-

ent with a beginners' class and give a demonstration of a primary reading lesson; another will have a class for illustrated story work in language. The same is true of writing, numbers, and music; and not least helpful is a regularly conducted calisthenic drill for control of breathing and bodily movement. This school has been in existence for four years, and I understand that Mr. Shaw is going to increase the time to two weeks next year.

To sum up briefly, schools of methods in rural counties are important for these reasons: They come at the right time and place to be effective; all beginning teachers whether trained in normal schools or not need practical instruction; it is perfectly feasible to set the teacher on the right road in the management of the school and in some methods of instruction before she begins, for to rely on a later individual visit to do this is too extravagant a practice for a county superintendent; it is possible to conduct these schools at nominal cost and by practical supervisors and teachers, as has been done in Westmoreland County. At least, these schools can serve a highly useful purpose until the state and its normal schools better solve the problem of training rural teachers.

Supt. T. S. Davis, Blair county, followed with a paper on "How to Keep a Larger Number of Pupils in School until they Complete the Course of Study."

HOW TO KEEP PUPILS IN SCHOOL.

At the outstart, I suppose we must admit that quite a large number of pupils in our public schools do not remain long enough to complete the course of study. If this is the case, how can we keep a larger number in school until they con complete it? The first question we must ask ourselves is, Why do pupils leave school before completing the course of study? The reasons are enumerated as follows: (1) Lack of interest in the work of the school. (2) To support themselves or help support the family. (3) Physical or mental defects that put them out of harmony with the school work as it is now constituted. (4) The eternal restlessness of the Yankee or American spirit that is always seeking to conquer new fields before it has sufficiently warmed itself in the field where it is now working.

Let us take up these points in their order and seek a remedy, a patent medicine that will either kill or cure, and right here let me say, in parenthesis, if I had a medicine patented that would cure these four ills, or that would cure the first one, and give some relief to the second, third and fourth, I would not appear before you to-day, but would be engaged in selling it to the various county and city school organizations throughout the nation at two thousand dollars ($2,000) per dose, warranted to kill or cure.

1. *Lack of Interest in the Work of the School.*—This lack of interest is shown by parents, teachers, pupils, directors, county superintendents, state superintendents and everybody else. It hits us all and then some. What is the use, "To nurse our wrath and keep it warm" for some other person or thing when self-condemnation stands staring us in the face?

"Lack of interest," oh, the sins of omission that are committed in thy name! The parents are not sufficiently interested in the welfare of their children, and the children of the community. The teachers are not interested in their work sufficiently to make the right kind of preparation for teaching and to become the leaders who will inspire their communities, so that they will follow wherever waves "The White Plume of Navarre."

If our schools were filled with consecrated teachers, it would go further toward keeping our pupils in school than all the compulsory school laws that don't compulse, that have ever been enacted. The Compulsory School Law does not compel, or at least does not compel thoroughly. In 1902, when I became superintendent of the schools of Blair County, the percentage of attendance for the entire county was 87, in 1912, ten years later, it was 88. Allegheny County in 1902 was 89, in 1912 the same 89. Berks County in 1902 was 89, in 1912 one point higher, 90. I quote Allegheny and Berks because they are progressive counties, among the leaders in the state, and have been for a number of years. Take all the counties, in 1902 the percentage of attendance was 84, in 1912 it was 87.

During these ten years the wages of the female teacher in Allegheny county has increased $14.34 per month, the best increase in the state. The wages of the female teacher in Blair County has increased $10.87. I quote the female teacher because there are so many more of her.

As the teacher is, so is the school.
As the teacher is, so is the pupil.
As the teacher is, so is the parent.
As the teacher, so is the director.
As the teacher is, so is the community.
As the teacher it, so is the County Superintendent.
As the teacher is, so is the State Superintendent.
As the teacher is, so is the National Organization.
As the teacher is, so is the world.
As the Great Teacher is, so is Heaven.

When are we going to quit this thing of exalting the teacher by word of mouth, as

I am doing now, and put the forces to work that will equip the teacher for the particular kind of school, country, or otherwise, and it has mostly been otherwise, in which he can do the most good for the people of that community.

If some means can be devised by which this native diamond in the rough, the teacher, can be polished and pumiced and rubbed and tickled all over so that he will grow fat and sleek and look forward toward old age with complacency, knowing that his job is secure, or that at least his countrymen will pension his declining years, or pay him enough so that he can pension himself, or pay his way and keep to Harrisburg and return!

He. and he alone, can tell us how to keep a larger number of pupils in school until they complete the course of study. Until that momentous day shall arrive, we, the county superintendents in convention assembled, through one of their number as a mouthpiece, shall proclaim to the schools of Pennsylvania "How they can keep a larger number of pupils in school until they complete the course of study."

Perhaps I have said enough about the importance of the teacher as a factor in this work, but let me submit two illustrations.

In one of the districts of Blair County last year a certain school had eighteen pupils of all grades enrolled, fourteen of whom attended every day, and the percentage of attendance for the term was 97. Five of these fourteen presented themselves for examination at the close of the term as having completed the eighth year work in the course of study. Three were admitted to one of our high schools as the result of that examination. One woman in that neighborhood said, "It was the best term of school ever taught there, teacher was so interested everybody else was interested." Another woman said: "We can't keep our children at home." Another woman said: "The teacher has bewitched Harry, he leaves home at seven o'clock in the morning." Another woman said: "Miss Blank is an angel straight down from Heaven." A man said: "It beats the deal how that girl can teach school and interest the children." And it sure did.

In another district, out of thirty-five enrolled, not one was present full time. When the school was visited during the deep snows of February, two pupils were present, and at the close of the term the roll book showed a percentage of attendance for the term of 53. The teacher took no interest in his school, several times did not get there until 10 o'clock. The people in the community were quarreling about vaccination; some of the pupils had to work to help support the family; others were both physical and mental derelicts; others belonged to migrating, floating families—which proves all my four propositions stated at the beginning of this article.

How many of the first named school will complete the entire course of study? That would be hard to answer because we do not know what kind of teacher will have charge of the school in the years to come. If the same teacher, or one of like ability, has charge of that school, and the population remains stable in the community, half or even more may go through the high school. When you get a teacher like that, pay her, as other successful business men are paid.

How many pupils of School No. 2 will complete the course of study? Again, hard to answer, if that same teacher, or teachers of like ability have charge of the school, if pupils must still continue to help support the family, if the physical and mental flotsam and jetsam continues in that community, if the saw-mills and farms are still run by a drifting population, then I should say none will be able to complete the course of study. Such a teacher should be dropped as you would drop a cold frog, in the water. He was dropped, but teacher No. 1 was not sufficiently paid this year.

As you can measure thousands of bushels of corn with a single bushel measure, so I think you can measure thousands of schools with the two I have cited.

Then, again, pupils are not interested in the school work because the teacher and school authorities are not giving the kind of work that is of most interest to the pupils of that community. Many teachers are not equipped to do that kind of work in the schools. I refer to shop work in manufacturing communities, agriculture in farming communities. Many teachers cannot afford to equip themselves for this work at the wages paid. Many school districts, officials and people are not sufficiently interested in their own occupations to make a move to have it taught in their schools. Community interest must be aroused by the formation of boys' and girls' clubs of various kinds. That is the work of the intelligent teacher, who knows what and how under the direction of the State College, the Farm Agent, the County Superintendent, the progressive school director, etc.

Again referring to the report of Blair County for the year 1902—the percentage of attendance that year was 87, in 1912, or ten years after, it was 88, one point gained in ten years—if, with compulsory law and the incentives we are offering—and we are trying them in our county this year, they have been trying them in Altoona, Juniata, Bellwood and some other districts in the county for several years—if, I say, we can keep the present rate of gain until 2012.

ninety-eight years more, we will have increased our percentage of attendance to 98, which will be very good.

However, if we can devise ways and means by which we can increase it faster, that certainly will mean a larger number of pupils in school until they complete the course of study, and we don't want to wait 98 years to see it accomplished.

In conclusion, without burdening you with a long dissertation, and making you weary with multitudes of statistics, let me say to my mind there is but one solution to this vexed school question: *Make it worth while for the best women and men of Pennsylvania to teach school,* and this question, as well as a thousand of its fellows, will vanish like hoar frost beneath a July sun.

The last paper of the session was read by Supt. Ira N. McCloskey of Clinton county, on "Practical methods of creating and Maintaining Better Sentiment Among the People for Better Schools."

CREATING BETTER SENTIMENT FOR BETTER SCHOOLS.

Several years ago, when a party of European teachers had completed a tour of inspection of a number of schools in this country, and were ready to leave for their homes, they were urged to give a résumé of their observations. Among many things named by thespokesman for the visitors, he said they had discovered that our schools were no better than the people wanted them to be, thereby placing the responsibility chiefly on the home.

It has been said that a contented rural people is essential to the welfare of a nation, but a nation cannot long exist if her people are contented to stand still. We are living in a progressive age, in which the public school must assume its proper sphere. The complex forms of American life, and the unrest of her citizens, have kept up a continuous commotion with all classes of people who are looking to the schools for a remedy against the ills and evils that threaten the life of the nation. What practical methods shall we adopt to create a better sentiment for better things?

Among the factors that contribute to a wholesome sentiment for the betterment of the schools is a live wide-a-wake grange in every farming center. This organization stands for education and the social uplift of the home, Every county superintendent should be a member of the grange; in fact, every country school teacher can well afford to be members of this organization and take an active part in the literary program in its sessions which occur bi-monthly. Parent-teacher clubs and literary societies, properly programed, can do much to arouse sentiment for better schools and better school buildings.

Social Centers.—The more general use we make of the public school buildings for social centers, for evening exhibitions of the work of students in the subjects of agriculture, domestic science, manual training, drawing, music and public speaking, the more it will arouse latent energies in pupils and stir up a desire in the parents for greater school facilities. Every public school of average size will have a leader among the pupils in one or more of the above subjects that will surprise the patrons with the results of their training under proper instruction. Inter-school exchanges between social centers will do much to create honest sentiment for the practical side of education.

Another important factor in moulding sentiment for better schools is the local institutes held throughout the county. A superintendent can manipulate the programs of these local meetings to touch on every phase of school life, such as centralization, modern heating and ventilation, school sanitation, playgrounds, school room decorations, libraries, organs, flags, etc. This is one occasion in which you will have parents and school directors in your audience and can interest them in local school work. We regret to say that much of the lack of interest in the present day school can be placed upon teachers, who fail to make proper use of school apparatus, such as maps, globes, charts, etc. Their sole object seems to be to get over pages in a book regardless of application. Sentiment is the outgrowth of applied knowledge. Patrons look for results. Commercialism is the great measuring stick by which many gauge results. They look for mental training that will increase their earning capacity. All healthy school sentiment is based upon cooperative, sympathetic, intelligent union between the home and the school.

The greatest factor in the school problem of sentiment is an ambitious teacher, who is not afraid of working over hours in the interest of his school—one who quarrels not with conditions, but can take the initiative in furnishing ways and means for securing the articles needed. With a little home-made apparatus he can create an interest in the work, reports of which will reach the board of directors, who will come to his rescue with the needed material. The personality of a diplomatic, tactful teacher interested in her work can build up a school and create a demand for better things that will be forthcoming.

School boards are not "enemies of the public schools," as many would have us believe, but they must be convinced of the imperative need of the article demanded. School boards should be urged to visit the

schools in company with the superintendent and there be made acquainted with the legitimate wants of the school. Some districts have organized Civic Clubs to stir school sentiment. By persistent effort they have secured better buildings and have beautified school grounds.

Closer supervision by townships has done much to create better sentiment for education. Too much distinction is being made between city and country children. Judging from many newspaper articles published in the last six months, we are left to infer that the rural school is a failure, and that the only successful school is the centralized school, or the city school. I feel that this is a reflection on the intelligence of the country school teacher and the school that has been a blessing to the community.

All children should be taught in terms of country life, regardless of their future home. Circumstances and environment will aid them in determining their life work and the future course to pursue.

After an address by Dr. O. T. Corson, of Ohio, the Committee on Nominations made the following report:

OFFICERS FOR NEXT YEAR.

For President, Supt. C. S. Knapp, Warren County; Vice-President, Supt. Frank Koehler, Monroe County; Secretary, Supt. L. R. Crumrine, Washington County; Treasurer, Supt. J. H. Hoffman, Bucks County; Executive Committee, Supt. G. Bruce Milnor, Lycoming County; Supt. J. Kelso Green, Cumberland County; Supt. R. O. Welfling, Potter County. Members of Educational Council, three years, Supt. J. W. Sweeney, Elk County; two years, Supt. J. J. Koehler, Wayne County; one year, Supt. J. F. Chapman, Indiana County. Member of Nominating Committee, Supt. T. S. Davis, Blair County.

The report was accepted and the nominees unanimously elected for the ensuing year.

RESOLUTIONS.

The following report by the Committee on Resolutions was unanimously adopted:

We, the County Superintendents of Pennsylvania in Annual Convention assembled, anxious for improved conditions in the rural schools of the state, do hereby recommend the enactment of law, and the appropriation of money, to the end that the following suggestions and requirements may be made effective in our school practices:

1. Believing that the time and energy required in performing the clerical or office work of the County Superintendent can be used to far better advantage in supervising the work of the teachers and in looking after the welfare of the children in the schools, we recommend that a competent executive clerk be provided to each County Superintendent, at the expense of the state or county, and that such clerk be chosen by the County Superintendent at a salary to be fixed by law.

2. Whereas the provision of the School Code providing that County Superintendents be aided by Assistant County Superintendents has not been made effective, we ask that adequate appropriation be made to bring this greatly needed advantage to the betterment of the rural schools, now suffering for better supervision.

3. We find that the continued growth of the township high schools and the increasing requirements exacted of them, requires greater state support and we request that adequate appropriations be made to pay the full amount provided by law for the support of township high schools, and that in addition greater aid be given to townships paying tuition in other high schools for educating the children in the high schools in other districts.

4. To encourage the consolidation of rural schools and the transportation of pupils to such consolidated schools, we recommend that substantial state aid be given townships to pay the excess cost of such transportation and consolidation.

5. Realizing that the unsatisfactory conditions existing in the rural schools and in rural communities is largely owing to a lack of proper leadership and adequate supervision, we recommend that Sections 1214 and 1215 of the School Code be so amended as to make it mandatory upon townships, either separately or in conjunction with other townships, to engage a competent township supervising principal to make possible the same close effective supervision in townships as is now the practice in the best systems of borough schools. To make this effective we recommend that the County Superintendent be empowered to divide the county into convenient supervisory districts and that state aid be given to defray the added expense of such a system.

6. Believing that so called Standard or Ideal Schools, meeting certain requirements of the State Department of Education, would do much to improve the physical and educational conditions of the rural schools and their surroundings, we recommend that provisions be made for such standardization.

7. Whereas there is a need of more and better teaching of agriculture in our township high schools, we recommend that the Department of Public Instruction so modify the requirements for the establishing of vocational agricultural high schools as to make possible the opening of a greater number of such schools in the several counties of the state and that increased appropriation be made to pay the expense of training teachers to teach agriculture in the rural schools.

8. We respectfully ask that specific appropriation be made for each of the above purposes, and for all special purposes, instead of taking all from the general appropriation to the common schools, and that the regular appropriation be materially increased, for if we are to have better schools more money must of necessity be expended upon them.

We, the undersigned committee, recommend the adoption of the foregoing resolutions.

Signed: J W. Sweeney, J. Kelso Green, and John W. Snoke, Committee.

The department then adjourned.

TOWNSHIP SCHOOLS DEPARTMENT.

THE joint sessions of the Township Schools Department and Pennsylvania Association for the Promotion of Agricultural Education and Rural Life were held in one of the rooms of the Technical High School on the mornings of Tuesday and Wednesday, each beginning at 9:30 o'clock. There was a good attendance and the meeting will be a memorable one both for its excellent discussions and the enthusiasm and interest manifested by its members throughout the sessions.

The officers were Principal H. W. Firth, of Yeagertown, Mifflin county, president; John H. Elliott, Mt. Pleasant, vice president; Miss Ethel J. Lytle, Library, secretary; Miss Alta Lehman, Carlisle, treasurer. But one officer in this department was absent and this was due to sickness. Former presidents, Prof. J. L. Spiegel, of Greensburg, and Prof. R. K. Smith, of Dawson, were in attendance and participated in the general discussions.

Prof. Firth called the meeting to order and briefly but very cordially welcomed all to the sessions. After the reading of the minutes of the previous sessions, the programme was followed in accordance with the schedule. The first paper on the programme was that of Prof. George F. Dunkelberger, of Oberlin, Dauphin county, on

THE SHORTCOMINGS OF THE COUNTRY SCHOOL.

This subject provides some live problems in the average rural communities. It is a matter of profound regret that our rural schools have not kept pace with the marvelous progress of city schools. Perhaps in the educators' enthusiasm to improve the latter, the former have been woefully neglected. The great educational movements to improve schools have invariably centered about the city schools. Very little has been said about improving the country schools. That town and city children are the only pupils who need special attention seemed to have been the prevalent idea among educators during the last several decades. That anything will do for the country boy was commonly understood. In their zeal to improve school conditions, it is entirely just to think that school men thoughtlessly assumed such a partial attitude. The mistake was of the head and not of the heart.

It is only within the last few years that we have been awakened to the real needs of the rural schools. They are far from what they should be. They are by no means what they can be. Because some of our greatest men got their start in rural schools argues poorly, after all, for their efficiency. Only too frequently they rose in spite of them rather than because of them.

Life on the farm is after all the typical American life. Should this life become enfeebled or degenerate urban life must correspondingly suffer. Perhaps no subject to-day is receiving more consideration than the problems of rural life. Some one has well said that "with the single exception of the conservation of our natural resources, which underlies the problem of rural life, there is no other material question of greater importance now before the American people." Justly then the good schools should be placed where they inherently belong for the purpose of preparing boys and girls for efficient, wholesome lives on the farm. The country boy needs just as much as the city boy. No discrimination can justly be made. The nation demands intelligent citizens in both rural and urban communities. It will not do for any community to put a monopoly upon good citizenship. Our country needs just as intelligent citizens on the farm as in the large town and city. If an efficient nation is an aggregation of efficient individuals, that nation cannot afford to neglect the education of its rural population. Both farm and city have their own peculiar problems that not infrequently tax the ingenuity of the very best people. This means that boys and girls, whether found in cities or towns or in farming communities, must have equal privileges of getting an education. Statistics tell us that over half of the public school children of this country are found in rural schools. About ninety-five per cent. of these never get beyond the district school. This presents a sorry spectacle of educational training when we remember that the strongest and most intelligent efforts have been put forth for many years already in behalf of the city pupils alone.

But we are at the beginning of a new day. The stress of rural life in the past has seriously interfered with school efficiency. Most of the rural school progress was entirely due to local effort and this in only too many cases was feeble and not intelligently directed. Consequently prog-

ress was slow; commendable progress can be made only in the light of a favorable public sentiment. A wholesome sentiment is a primary requisite and this under past existing conditions appeared well-nigh impossible. Conditions in rural communities are rapidly assuming a different aspect. We now have the advantages of better roads, the parcel post, the rural delivery, circulating libraries, and many of the modern means necessary to make possible a thriving, intelligent rural community.

One great weakness in the modern rural school lies in the lack of proper organization and administration. The duty of the School Board is to provide the ways and means of education, a good substantial school building, the needed books and supplies, elect teachers, and see that the pupils of the district attend school regularly. All this work is absolutely indispensable and requires more than ordinary intelligence. But with this their authority practically ends. Just as soon as they begin to dictate to legally appointed teachers or to attempt to manage the school machinery, they invariably encroach upon the rights of others. An officious school director is a sad relic of the days when schools were run by everybody. Sometimes it is exceptionally hard to get good, live, progressive school directors in rural districts. Only too often the intelligent and those most capable have other duties and cannot be induced to accept such a thankless position. Often rural School Boards are thoroughly conscientious. What they do is well meant, but they hold too much as their ideal the school of their boyhood days. Such school directors need to be trained. We have institutes and summer schools for the special training of teachers. Why should we not have such devices for the improvement of School Directors? Thanks to the State of Pennsylvania for providing both County and State Directors' Conventions with pay attached for attendance. It is here where directors are brought into contact with the best and the latest thoughts on Public Education. If a School Director desires to make himself a live wire in Public School Life to-day, the means for doing so are entirely at his command.

In many rural schools supervision is sadly neglected. Each school has practically its own course of study and this is followed as the individual teacher deems most expedient. Supervisory Principals too often are such only in name because of the multitudinous duties demanded of them in the local High School. A professional call by the County Superintendent once a year will not help much. Contrast such conditions with the expert horizontal and vertical supervision of the city schools. Are not rural schools, in which over half of all the pupils in this country are found, entitled to more consideration? When a man's business becomes so extensive that he cannot longer do the work alone, he calls to his help assistants. Why can we not do this in the educational world? Why not have Supervisory Principals in reality, and office help, and the necessary assistants for the County Superintendent? Let us hope for better days.

Again, if we want rural schools to become as effective as city schools, we must have just as efficient teachers. The old adage, "As is the teacher so is the school" is profoundly true even in the twentieth century. So often the rural teacher does not have proper professional and academic training. No teacher can teach that which he does not know. A teacher must know more than he expects to teach. Perhaps the most pitiable is that teacher who tries to teach all he knows. But what can you expect of a man getting $40 or $50 per month for a term of seven months, with a family to support? Perhaps many rural teachers are not earning more than this, yet there are thousands that are earning more than they are getting.

A longer tenure of office is most desirable. Many rural schools are taught only one term by the same teacher. This is deplorable. Such a state of affairs leads to unnecessary duplication of work, inefficiency, a gross lack of a proper school spirit, and many pupils leaving school long before they should. In Germany and Denmark teachers sometimes stay for a lifetime in the same school, and often several generations of pupils are taught by the same teacher. Our rural districts would be far better off if that spirit were a little more prevalent. The root of the whole trouble is that teaching is not yet a profession in the rural distircts but a mere makeshift or stepping-stone.

Very frequently the necessary equipment is lacking in country schools. The term "necessary" is here used with some hesitation. A good teacher can do good work with meager apparatus but a poor teacher can be a miserable failure in the midst of all the apparatus that the most ardent teacher could wish. Often rural directors will not consent to get the apparatus asked for by the teacher but will readily yield to the persuasive influence of a wily agent. As a consequence, in some school houses apparatus can be found for which the teacher has little or no use whatever.

A good, well-adapted school library, to be used and not merely to be kept, is a necessary part of a progressive country

school. Ex-President Eliot, of Harvard, says: "The uplifting of the democratic masses depends on the implanting at school of a taste for good reading." If we teach pupils to read merely, and not what to read, we place a dangerous weapon in their hands. A good school library will go far in developing the proper taste in pupils for the right kind of reading matter. School Boards could profitably set apart a small per cent. of the available school funds yearly for library purposes.

For many years there was very little difference, if any, between the courses of study in rural and urban schools. The result was that the training given in rural schools had a tendency to lead boys away from the soil rather than to the soil. We need a course in farming communities that will put more of school into farm and more of farm into school. The dominant needs and circumstances of the community should be carefully considered in outlining a course of study. Right here lies a dangerous tendency in modern education. In our efforts to make education practical, we are inclined to become radical. The history of Education teaches us that man has generally been at one or the other extreme in his views. While we should aim to make our education practical, we should never forget that at the foundation of all lies a good academic education.

Many country districts are sadly in need of modern school buildings. In the erection of country dwelling houses during the last decades, we gave evidence of patterning after city dwellings; but in the building of school houses we continued to follow the same general plan prevalent in the days of the tallow candle. The School Code marks a new era in the building of school houses when it requires all plans and specifications to be first approved by the State Board of Education. If our school houses were made just a little more inviting to meet the modern social needs, our Township High School graduating class would undoubtedly be a little larger. Much of the country school furniture needs to be modernized. Double desks, wholly objectionable from a disciplinary and sanitary standpoint, are still to be found in only too many country school rooms. All school property should aim at both utility and adornment so that the boys and girls can point with pride to the Public School Building and say, "That is our school home." The country child is entitled to as good an education as the city child, and to get it in the country without going to the city for it. In fact, we cannot see why the country child could not have the same school privileges and conveniences that the city child has. The clear and definite solution of the whole problem resolves itself in the centralization and the consolidation of the rural schools. This is no longer an experiment and the quicker our country School Boards adopt the plan the better it will be for the country districts.

Many of the shortcomings of the country school would speedily vanish if School Boards would have the necessary funds. We are already spending almost three times as much to educate the city boy as to educate the country boy. This is not giving the country boy an equal chance. Lack of funds is one of the serious drawbacks in school life. If pupils are the State's best asset, should not the wealth of the State be unlocked to educate them? We need more money for the country schools. Good schools are not cheap schools. Education is the work of the State, and more of the State's money should be used to carry on this work. Increased local taxation will not solve the problem. It is wholly unfair for one district, unfavorably located, to tax itself many times higher to maintain its schools than one more favorably situated, even though the efficiency of the former schools may be inferior to that of the latter.

We are badly in need of a campaign of education. The amount of money spent annually for liquor and tobacco makes the amount spent for schools and churches seem trifling. People need to be enlightened. If the good of this world were advertised with the same force as is the evil, conditions would be far different. We would then find no occasion to speak of the shortcomings of the country schools. Let us muster courage and continue to work faithfully and patiently. Already a new day has dawned for the country school.

Miss Emma W. Wersler, of Malvern, Chester county, read the second paper on

HOME GEOGRAPHY AND LOCAL HISTORY.

The principle of beginning the study of geography with home surroundings needs no argument. The benefits are self-evident, children will memorize facts and formulas from a book with little conception of their meaning. The results are only temporary. Correct information is impressed upon the understanding more readily through the medium of the eye. What we see we remember. The question, then, is not, Shall we teach local geography and history? but *how* shall we teach it? With what grades shall we start it? How much shall we attempt in each grade? How shall we make the subject interesting? Let us consider them in sequence.

Little local facts such as: directions, names of industries, name of township, may

be taught to children incidentally, long before they take up the study from a book. The little second graders imbibe these facts readily and are proud to point them out. With us the geography book is introduced in the third grade, merely as supplementary to the nature talks. Our book is called Home Geography, but the title is to a certain extent misleading, for it treats—it seems to me—of everything on, above and beneath the earth. I find that if I wish to accomplish results, I must go after them in a definite way. So I set aside one period a week in each grade for the study of local geography. I have one problem which I imagine confronts many of the teachers in this section too. About half of my pupils are of foreign parentage. Local names are often difficult for them, and you must arouse in them a love for the land of their adoption. I try at the beginning of each term, to have a definite plan of just how much to expect of each grade for the year. This makes the work progressive, as new material can be classified and the work does not become monotonous. With our present grouping of grades, the third and fourth take the local work together, and of course it is to some extent a review for the fourth. They had it as third, the term before, but with a few changes they enjoy it just as much, and it strengthens them for the higher grade.

With this group we start, of course with our school as the center. Review directions, or learning them if not known. We try to locate quickly by repetition and games various objects in the school room. When these are well known, we study the school grounds in the same way. Then we learn the boundaries of the school grounds; the names of the roads leading to the school; the direction the children live from the school with some idea of distance; the nearest village or towns. Thus widening our circle we learn the name of the township, county and state, and the names of the industries immediately surrounding us. This introduces talks on the soil, the streams and their uses, the birds and flowers that we see on our way to and from school, and many other things that will suggest themselves.

For concrete work we are making this term a plan of the school room, and later of the school grounds. In the fifth and sixth grades the work is more extended. We take up the township as a whole, learning the boundaries, the location, in relation to county and state, names and location of principal roads and streams, location and names of schools, churches, and places of historic interest, with the historical facts associated with them; the direction and distance of large cities, with the means of reaching them; the industries and occupations as a whole and any special industries; the early settlers, tracing the Welsh and Germans by many of the original names; the derivation of our township name. Tredyffrin, from the Welsh, which is variously translated as Beautiful Valley or Story Valley, the former being literally true and the latter more or less so. We accept them both.

For concrete expression in this group we are modeling salt maps, a medium that lends itself so nicely to the study of outline and surface. A production map is also underway. Of course, we copy the outline from a good map. I don't know how familiar you may be with our section, but when I tell you that our township of Tredyffrin has sixteen sides you will recognize that it takes some skill even to draw the outline.

In the seventh and eighth grades, while reviewing incidentally all the work of the former grades, we study the township more fully, in relation to the county and state, following practically the order of the other grades as to boundaries, location and distances of boroughs, cities and towns; the railroads and electric roads as common carriers; the industries of the county and state; the government of the township, county and state, and their relation to each other; also written reports of industries, descriptions of local historic places, and biographies of local people who have been noted for any special achievement. In the study of local history we are particularly fortunate, as many of the stirring events of the Revolution occurred in our valley. The Paoli massacre grounds are just over the brow of our south hill, with Brandywine and Chadd's Ford about twelve miles beyond. Howe encamped in the eastern end of the township. And Valley Forge with its never-to-be-forgotten story of suffering and patriotism of the past, and its beautiful memorial arch and monuments is within easy walking distance. The children of the upper grades have visited these historic spots; and to them the brave men who so nobly suffered and died for their country here, are very real indeed.

Our eighth grade are required to read "The Story of Valley Forge" and they fairly revel in the tale, as many of the names are familiar and a number of the old colonial homes mentioned are still standing. Their enjoyment of the book is doubled because many of them know personally the author, Rev. Alden Quimby. We like to picture Washington riding past our school-house on his way to visit the wounded soldiers in the old St. Peter's Episcopal church which is still standing and

was used then as a hospital. But most of all, we claim Gen. Anthony Wayne as one of our folk, because his home was just beyond the southern boundary of our township.

The fact that our valley is underlaid with limestone, while the north and south hills are composed of sandstone and slate respectively, leads us to the study of its formation, and the belief of scientists that it was once a lake. We like to imagine how it looked when covered with water and the sunlight shimmering over it. The great break in the hills between Mt. Misery and Mt. Joy tells the story of what became of our lake. The great trees growing in the valley which we know are centuries old, for the children have counted the rings on some that have been cut down, speak for themselves of the flight of time. Frequently we find Indian arrow heads and we imagine the dusky warriors creeping through the woods in their hunting parties or on the war path.

We are all prone to lay too much stress on what great men and women of distant places have done, and fail to appreciate the great souls who have lived or are living in our own vicinity. Our nature study grew more interesting when the children found that Audubon, the great naturalist, had lived in the neighborhood, and had, no doubt, often tramped through our valley studying its birds and animals. Again, several places that were used as stations in the so-called "Underground Railroad" are located in our valley, which brings us into close touch with the dark days before the war. We were interested also to find that the first "Christian Commission," of the Civil War was organized by a large-hearted Christian woman living in our valley.

In a mixed school the younger children learn from hearing the older ones recite. Hence to keep up the interest one must vary the subject matter, and be ever on the lookout for new material. I am sure my older pupils, when they come to study the Paoli Massacre this term, will be interested in a story I found in a paper to the effect that the members of one company of light infantry in the English Army now fighting in Flanders wear a red feather in their soldier caps to this day, as a direct result of that engagement.

This year I am endeavoring to have my older pupils become more familiar with local industries. An extensive plant for the growing of lilacs and water cresses, adjoins the school grounds. And the Pennsylvania Lime and Fluxing Company's plant is only a mile from our school. Our School Board has for several years granted us the privilege of taking the seventh and eighth grades on what might be termed educational pilgrimages. It is our custom to take the members of the seventh grade on a trip to Philadelphia each spring. The places visited are varied from year to year, and includes Independence Hall, with its historical treasures, Carpenter's Hall, the United States Mint, Betsey Ross House, Christ Church, the Academy of Natural Science and the Commercial Museum. Last spring the trouble with Mexico was at its height when we made our visit, so we include the Navy Yard at League Island, and were fortunate enough to be permitted to go on board one of the war vessels, with a courteous officer to explain everything. I need not tell you how thoroughly the boys and girls, and the teachers too, enjoyed it. We visited the magnificent Public Building and were shown the Common and Select Council rooms, the Mayor's office, Court rooms, etc. Then ascended the tower to the very feet of Penn and saw the beautiful city which he founded, spread out in panorama around us. Do you doubt the educational value of such a visit?

In October our eighth grade visits the county seat to study local government at first hand. We visit the offices of the County Commissioners, the Recorder of Deeds, the Register of Wills, the Comptroller, and the Clerk of the Courts, and the work of each is explained in detail. We time our visit when the Civil Court is in session; and all are interested in the methods of the court room. The opening of the Court, the selection of a jury, the lawyer's plea, and the judge's charge to the jury. Indeed, so interested do they become that it is hard to get them away, for a visit to the Jail to see the other side of the picture. The Chester County Trust Company gladly show us through their building and explain Banking methods. By special invitation we visit the Local News Office and witness the making of a newspaper from start to finish. It is needless to say that it is a crowd of happy girls and boys that return from these jaunts. It is interesting, through the year, to catch the different impressions these trips have made. Their educational value is beyond question.

This, in substance, is the method by which we attempt to teach Local Geography and History to our girls and boys. The New Encyclopedia Britannica says that there is no more beautiful valley in the world than our own Chester Valley. We want our boys and girls to love and appreciate their environment, to reverence its sacred history, to treasure its traditions, to appreciate its resources and industries, to have a pardonable pride in its progress. But above all, we want them to realize that

it is their patriotic and sacred duty to grow up to be good citizens of the state which has for its motto, "Virtue, Liberty and Independence."

This was followed by a paper on "The Home and the School," by Miss Elizabeth Gilchrist, of Greensburg, Westmoreland county.

THE HOME AND THE SCHOOL.

"Human nature is the same the world over, but it seems to be spread on thicker in some spots than in others; and if there is one place where it breaks out in regular knots and knobs of original peculiarity and wierd unreasonableness, it is where it breaks forth in a country school."

The part of our educational system that has received least attention in the immediate past is the rural school. Much good work has been done and is now being done along various lines to help make an efficient school system. The results of this concentrated effort are coming slowly but surely.

The rural school has not the influence it should have. We are united in believing that a school should train its pupils for life and its work while these pupils are living and working. The country district is first of all, and above all, a place where the practical in education is needed, and one of the chief aims of the rural school should be the development of thrift. Thrift has always been and always will be a factor in progress whether of the individual or of the community at large. Better homes and more economical conditions in the household are urgent; better crops; the maintenance of the productivity of the soil and the reclamation of worn-out fields; better roads and better means of travel; more good books, papers, magazines, art, and music for the boys and girls—better social conditions. These are the needs of country life to-day and they are most worthy because they all contribute so much to a happy and useful life. Right living and home-making should be the fourth "R" in education, and the up-bringing of children demands more study than the raising of chickens.

Shall not the rural school have a part in ministering to these needs? Can we teachers do anything better than to train the pupils of a country district to make the most of the conditions that surround them? Can we not be prepared to show to our boys and girls in a definite and practical way the opportunities for a noble life that are within their reach? Is it not our duty to give a course of instruction that will dignify and enrich a country boy's life and make life for him in the rural district not simply tolerable but glorious? Why allow the best blood and brain to be drawn out of the community by the idealization of city life? If we idealize country life and save to its interests the best blood and influence of the country we have indeed done a noble work. The social impulse and the natural desire for recreation and amusement are as strong in country boys and girls as in their city cousins. Country boys and girls can never be kept permanently in the rural districts until the expression and development of the social impulse is recognized. If these impulses and social instincts are provided for in pure, healthy, rich, generous and satisfying forms the call of the city will lose its power.

But the necessity for social recreation and amusement does not apply to the young alone. The mothers and fathers are suffering from the same limitations, though of course with entirely different results. The danger is that of premature aging and stagnation. The farmer needs occasionally to have something more exciting than the alternation of the day's work with the "nightly chores," and his wife should have an opportunity to meet people other than those for whom she sews and cooks. Farmers, as a class, are not only independent and self-reliant but conservative, and narrow. Most of our rural people, the patrons of the rural school, have not yet conceived education broadly. Many rural families live lives of almost complete isolation or probably even a worse condition exists, namely, contact with neighbors in a clashing life. Here suspicion takes the place of kindness; quarrels, fault-finding and backbiting are the direct out-growth of this unsocialized life. Family feuds are nothing but the emptiness of the life which has no common interests, no common emotions, and no common purposes. It is empty minds that brood up little ills until they become like mountains and cannot be dislodged. Because of the deep-rooted, unfavorable social conditions all movements in effort toward the welfare of country-living must be rooted in the home. "The home absorbs the efforts of all other socializing agencies, and re-directs these efforts into the lives of those for whom it is maintained."

The influence of the school must originate through the personal influence and energy of the teacher. It is indeed surprising how much a teacher may impart to the farmer's wife through suggestion, sympathy and personal influence. To do this successfully a teacher must possess a great store of diplomacy, for it is a delicate undertaking. But affection and devotion to the community return great faith in the

teacher and make it possible for him to gain personal leadership. A high ideal and genuine faith in the fullness of country life is indispensable. Every worker for rural progress must see into the future and no one needs to see it more than our country mothers. The chief concern of the agencies working for the betterment of these rural communities is that rural life shall be relieved of much of the drudgery and monotony, and even spiritualized through the social advancement of man. Teachers must know the workings of these agencies and be able to impart the information relative to social advancement as thoroughly as they impart the subject-matter of arithmetic, geography, and history.

The country boy is nearer to nature than his city cousin, is less artificial and more educable. Much of the knowledge he gains is not taught in school but is picked up outside. A great part of his attitude toward life is formed through the relations of the home, the community, and other points in contact with society. Where the educative influences outside the school have not been sufficient the school must take hold.

The school is a democratic institution. It belongs to the whole community because everyone in the community has a vital connection with it, even if this connection reaches no farther than the taxes which are necessary for its maintenance. The school compels support and attendance and for this reason is ahead of other social institutions. Laws are made to regulate the attendance and support, and indeed almost every phase in connection with the school is defined and controlled within the limits of the law.

The community is not getting enough from the school in making life larger, happier, and more efficient. The community is not giving enough to the school either in helpful coöperation or financial support. However it may be, the failure of the school is always blamed on the teacher. If he be from the same community in which he teaches he is, as a rule, very poorly equipped to teach in that community. He too often lacks scholarship and is narrowed down to the conditions of the community, robbed of his individuality, and in fact is handicapped in every respect. As a rule, people in the very remote rural districts are nearly all related, and more than this, so very much related that some have very little moral muscle left. Family feuds exist. This gives a teacher a disjointed community with which to deal. If he be of the community he belongs to a faction and loses power. If he belongs to another community and knows nothing of factional trouble he is not equipped to cope with it. The solution is to engage an outsider possessing enough tact to be one among them but not one of them.

In such an inharmonious community I began my teaching experience. Before I went into it I knew absolutely nothing of the existing conditions. Upon the day of the school-letting a citizen greeted me and confidentially informed me that I was not the teacher they wanted but he "guessed I would do." He warned me to come into the community armed with a poker so that I would be ready to knock down a certain bad boy and also his father who would certainly come to interfere. My poker experience was not along that line. I knew that a poker always adds flame to a fire. So instead I went armed with a friendly right hand which I extended to each little visitor as he approached me on the first day of school. Not one refused; not even this *bad* boy who fell into line with the hand-shaking and passed on with the remark that he didn't like the teacher last year but that I was "a lot bigger than she was." I didn't ask him in just what way I was bigger but felt strangely sensitive that my size was impressive.

My first day's work was developed just as I had planned. I made up my mind to get the children before they got me. The next thing to do was to keep them. It took me but a few days to learn that there was discord in the community. This I learned through the children's play. Samantha could not play peaceably with Maria Bettina because Samantha's father had not paid his debts for five years and everybody knew that "old Nathaniel wasn't honest." I was advised most strongly to send my mail by rural delivery so that the postmaster couldn't tell everyone how many letters I got and then in addition make a cent on each letter that I sent. There was such an undercurrent of ill-feeling that it began to show itself on all sides. I realized my big problem was to get the parents if I wished to hold the children. How was I to unify this community on the school question? I kept quite aloof for a while avoiding all familiarity with the people of the community. I was persistent in my endeavors to develop an interest in the work with the children. They enjoyed doing something different. As we mounted leaves and noted differences and peculiarities interest gradually awakened. I tried to bring agriculture, their leading industry, home to them in a simple and practical way. They planted seeds on cotton so that from day to day we could watch developments. We made test of soil and learned how plants drink water. We had less cube root and less stocks and bonds and more of spray-

ing mixtures and the use of farm implements and milk testers. The children also took great pleasure in teaching me things I did not know about the life of frogs, snakes, and other of their well-known friends. In short their interests were my interests. I taught them like Whittier's "Barefoot Boy" that everything within reach of eye and ear—*not hand*—belonged to them. Even the school-house belonged to them and not to the school board nor to me.

The weather growing cold, indoor interests had to be aroused. Christmas season was now drawing near and I wondered what I might do to make all these little children happy, for I felt sure that Santa Claus would stop at but few places in this village. I was doubtful of any popularity among the patrons, but I set forth undaunted to please the children. When the announcement was made that we would have a Christmas entertainment, we all set to work with a will to make it a success. One of the surest tests of a school is the attitude of the pupils and the spirit of loyalty. If their effort to make our Christmas undertaking was a sign of their appreciation of owning a school, every pupil deserved to own a dozen schools.

There was no end to labor. I had practically nothing to work with but fortunately quite a variety of raw material to work on. I did not feel at liberty to ask anyone in the district to help me. One mother sent word "to please not make her little girl learn any foolishness about Santa Claus" or tell her anything about him. Another, not too gently, informed me that I had "better be a-learnin' them children some of the spellin' words they didn't know." However, I went on with my plans regardless of any parental objections. I managed to drill the children in some simple exercises and had bought, borrowed, and made a suitable costume for every child. The boys brought in an abundance of laurel and even a pine tree. I took the lead in trimming the tree with such ornaments as I had taken from home. As the pine tree was being transformed into a Christmas tree, excitement grew among the children who in turn created a home interest in it, so that some of the parents came to the school-house and volunteered help which I gratefully accepted. Soon the school-room looked like a Christmas fairyland.

The entertainment was to begin at seven-thirty o'clock, but long before that time the guests began to arrive. When I returned to the school-house after my hasty evening meal I could scarcely make my way through the crowd to open the door. Long before seven-thirty o'clock the door was closed for there was no more standing room. Some tried to see through the windows, but the sills were crowded. Our program was indeed a success. The children did their part well. It was certainly a Christmas blessing to see young and old alike enraptured by the sight of a Christmas tree such as had never found its way into the village. Patrons offered words of praise. One interested patron arose from his seat and appointed two young men to pass the hat for the teacher. He assured them that I was the best teacher in the state, but just as poor as the rest of them, and that I "didn't ought to pay for the candy and glittery stuff and all that—I for one will pay for the curtains, so let the rest of you give very liberally." Such a procedure was out of keeping with my idea but I was called upon right then to say the right thing. I was indeed very much confused but assured them that what had been done had been done for the children. Their patient forbearance and appreciation repaid me for all more than could ever be paid for with money. The applause spoke volumes to me. They grasped my point. Every child present whether of the community or not received a box of candy. Two little chaps of another district had walked five miles upon hearing there was going to be a treat. At the close of the entertainment I stood at the only exit and greeted everyone as they left.

I now felt as though I had won the community as a whole. My immediate reward was the surprise upon returning to the school after the Christmas vacation to find the school-room newly painted and papered. I was now trusted to work out the capacity of wagon-beds, talk on patriotism and finally to sing in the neighboring church choir. I found that it required more than a knowledge of book-matter to teach in a country school.

Almost every virtue and ability is listed in the category of a successful country school-teacher's accomplishments. She must be somewhat of a doctor, a law-giver, a law-enforcer, a nurse, a cook, an artist, a musician, know just what ails a smoky stove, a stubborn blind, or a dull boy. She must be able to bandage wounds, extract teeth, drive a horse, feed the stock, solve puzzles, and find articles lost, strayed or stolen. And all this must be done for the grand sum of forty-five dollars a month.

Let us have more schools for parents and better rural schools for children. Educate the mothers and give the fathers a broader view of life. Improvement can be made along various lines. Health must be enlarged and vitality increased, emotions deepened, tensions of life related, friends

brought closer together, hopes made real, and faith in life and humanity strengthened. Here is religion; here is education; it is indeed life itself. The social center idea is the hope of the rural community. The schools of the community need the reviving influences of the coming together of the people. The school must be thought of in a different light from that of a place of torture.

It is quite clear that, if there is to be intelligent co-operation between the home and the school, there is an absolute necessity that the home know more about the methods of home training. Both the home and the school must see the relation of the child to the civic life of which it is a part. The child must develop knowledge and power and use this training for the best use in this life's service. It makes a difference whether or not the child respects the authority of his teacher, and whether he knows that the school is treated lightly. Good schools are not built from the taxes which parents pay, but much more from the respect for the teacher which they implant in the minds of their children. "Parents must be trained to be true parents and recognize the fact that human wealth is vastly more important than material wealth."

Some one says: The nervous strain upon teachers is severe, and often doubtless it ultimately reacts on the disposition, tending to make one captious and sometimes exacting. But we feel sympathy for the fiancé of a school teacher who sadly confessed their broken engagement. "The other evening, when I called fifteen minutes late," he exclaimed, "she told me that I must bring an excuse in writing, signed by my mother." Undue severity, doubtless, but what autocrat does not sometimes exceed the speed limit? And consider the teacher —what powers is hers! As Mr. Crandall says:

> She is moulding the nation to-day,
> This little school ma'am in the hills.

She well deserves the title given her by William J. Lampton, of "Uncle Sam's Best Girl." The North is hers, and she made it: she has the West "cinched"; and, as her last task, she has set forth to "hustle the East," for:

> The school marm follows the flag and she
> Is the emblem of star-spangled tyranny.

A general discussion of thirty minutes followed upon the papers read, after which Rev. William L. Mudge, pastor of the Presbyterian Church at Lewistown, Pa., then gave a very able address upon the subject of

CO-OPERATION OF CHURCH AND SCHOOL FOR UPLIFT OF RURAL COMMUNITY.

There are two words in this subject which need definition. The one is Community. The Century Dictionary has defined it in two ways. It may be a number of people living in the same place. Or, what better serves our purpose, it is a number of people living in the same place, and having the same interests. Here at once we see the difference between an urban community and a rural community. In the former there are diverse interests, in the latter the interests are largely the same—Agriculture. Or further the city stands for congestion, the country for isolation. The one for socialization, the other for individualization. It is important that we should remember this distinction as we proceed. We are speaking now of the problems and yet of the possibilities of the rural community.

The other word which demands definition is Church. By it we do not mean the invisible Church of Christ. We are now rather referring to the invisible Church made visible through some organization as the Baptist Church, the Congregational Churh or another denomination or faith as the case may be.

Moreover, it is well that we should remember that in the wording of our subject the Church is placed first. This is not done because the speaker happens to be a minister. It is done because in all true uplifting work in the rural community, the Church must and should take the lead. No less authority than President Kenyon L. Butterfield of the Massachusetts Agricultural College, and a member of the Country Life Commission appointed by President Roosevelt, has significantly and truthfully written "But more than all, just now we need a few men to achieve results in the rural parish, to re-establish the leadership of the Church. No organization can do it, no layman can do it, no educational institution can do it, a preacher must do it—do it in spite of small salary, isolation, conservatism, restricted field and over-churching. The call is imperative. Shall we be denied the men?"

Let us then ask and seek to answer in a very practical way two questions.

1. Why the Church and School should co-operate.

(a) Because their problems are different. This may seem a strange reason, on the contrary it is one of the strongest. There is not one solution for the difficulties of the rural community. They demand more than one panacea. The Church has its sphere, the School has its sphere just as

truly. It is only, therefore, by the close co-operation between the two, each seeking to fulfil its own proper function, that the field can be covered and any substantial progress can possibly be made. We might illustrate it in this way. A redoubt and fort are to be taken. A battalion of soldiers is assigned for each task. Suppose that either detachment should disobey orders and seek to avoid its duty. Suppose that the battalion which is to storm the fortress should attempt the capture of the redoubt, then both battalions would at once be exposed to a terrific fire. The Church and the School are two of the divisions of that army which alone can storm the strongholds of evil in the rural community. But they should realize at all times that they belong to the *same* army, and only as they direct their movements, the one in harmony with the other, can succes be made to crown their efforts.

(b) Because their problems are similar. Some one has remarked in reference to the Church that there must be "Co-operation everywhere and consolidation somewhere." Co-operation among different denominations is absolutely essential. No greater drawback presents itself in the ecclesiastical sphere than the unfortunate divisions and separations which are felt more keenly in country districts than in any other place. If there were time we might show how the Inter-Church Federation of the State of Pennsylvania is seeking to cultivate a greater spirit of co-operation, and how this spirit has been rapidly growing.

But there is also a great need of consolidation. By prevention, elimination, and actual combination the Federation Movement has been seeking to diminish the number of unnecessary churches in the rural communities of the State. How this has been done would also be an interesting and instructive story to tell.

The purpose of this address, however, is not to point out the way in which churches may more closely work together, but to bring the Church and School in closer contact, that they may present an unbroken front in attacking rural problems.

If then there must be co-operation and consolidation in case the Church is to succeed, the same holds good in reference to the School. What has been a greater draw-back in educational circles than the lack of this very spirit? There must be greater co-operation on the part of direcors and teachers, also on the part of teachers, pupils and parents. How much more could be accomplished if this were true, every teacher knows.

And the word consolidation also expresses a crying need of the School as well as of the Church. Says a writer after a long drive through certain rural sections of Pennsylvania, "One of the schools noted served two families. At times owing to sickness or other emergencies its attendance has been reduced to three or four children, yet the district in which it is located maintains the teacher, and the building just as if there were forty instead of four pupils. And what is true in this case, is true of hundreds of other cross-road schools in Pennsylvania, and thousands throughout the land." Not only does this system represent a fearful waste but an inexcusable folly. In Oklahoma it is reported, that before consolidation was introduced, the cost per pupil per month was $5. Under the new order of things it cost less than $4. The wagons were not tardy for a single time. Hence no pupils were late; a very few were absent; and the attendance has been about 50 per cent. better than formerly. Such facts must speak for themselves. Both for the sake of economy and efficiency the Church and the School together must adopt as their watchword, "Co-operation everywhere and consolidation somewhere."

2. How the Church and School can co-operate.

(a) In promoting the physical welfare of the community. The Church should not dominate here, but it can inspire. It may not dictate, but it can hold up ideals. It can preach, as it should, a whole gospel for the whole man, body as well as mind and soul. Consequently it can be and should be interested in better health conditions, for it has been demonstrated beyond the shadow of a doubt that the physical does affect the spiritual in man. And what a splendid work the School can do with its many opportunities before it. It can seek to make real the ideal which the Church proclaims—and where is this needed more than in the country? It is here that the ravages of typhoid and of tuberculosis are most severely felt. Does it mean nothing to the nation and to the kingdom that the growing generation should have its health conserved, so that in sound bodies the young may serve their country and their God?

(b) In promoting the mental welfare of the community. This is naturally the sphere of the School. But will any one say that here too the Church should not aid? Not in any sectarian way should the help be offered, but in the broader unselfish way should encouragement be given; for in a most direct manner does the teaching of the School influence the welfare of the Church. Can any one deny, for example, that the study of agriculture, which has recently been introduced into the school

system of the State, will not result in keeping the young people upon the farm? Will not the growing study of nature also stimulate the movement back to the soil? Will not both of these, to say nothing of other commendable tendencies in rural education, strengthen the Country Church, which has been suffering so much from the movement in past years in the other direction toward the cities? More than this there is a great need for a deeper appreciation of the often overlooked truth of the sacredness of *all* life. By the Pulpit this has often been a forgotten note and has seldom been struck. A prominent minister has said most forcefully, "The complex life of the world today is in need of men and women who have been trained and dedicated to the realization of the Kingdom of God on earth. Sometimes the surest way to the throne is by peacefully and carefully doing the humble task of feeding the sheep."

(c) In promoting the social welfare of the community. When we remember that of the thirty million children under fifteen years in the United States, over 60 per cent. live on farms or in small villages, and that of this sixty per cent., approximately two-thirds of their time is spent in play, it can be readily seen what a moulding influence recreation has upon the life of our land. Especially is this fact emphasized, as we recall that "The morality of play is greater than the morality of labor." Would that this suggestive utterance might be heard by every school teacher, for what possibilities are there before him to develop through play young manhood and womanhood. The truth invests every moment that is spent on the playground with tremendous significance. The teacher and pupil have here a contact which may become potent for good. Nor should the Church be excluded from this sphere. Mr. Dwight L. Moody had a picture in his home at Northfield which brings into prominence this truth. Usually the scene in Scripture of Christ and the children is portrayed with the Saviour seated and the children in his arms and standing around him as he blesses them. But this picture represents the Christ in the midst of a group of children at *play* and his look is not one of disapproval. He is rather giving them the gracious smile which betokens His benediction. How much influence has the Church lost in the past because it has failed to properly regulate and rejoice in the recreation of the young.

(d) In promoting the moral welfare of the community. This brings us to the supreme aim of all true education. In one word it may be expressed—Character. It is the fear of the Lord which is the beginning of all wisdom. No Church can hesitate here if it is to fulfil its mission. As the School should teach the truth, the Church must both teach and preach it in a deeper, fuller sense. And how inspiring the results will surely be. The rays of white light are beautiful as they come streaming from the sun into our room in the morning, bringing health and happiness with them. But they may be made more beautiful. Place a prism in their pathway and they will be broken into the seven colors of the rainbow. So truth is beautiful, but it can be made more so. Let some human life be taught to know it, cherish it, and as it flashes forth from that life it will break into all the beautiful colors of a beautiful character, exhibiting those virtues which are God-like.

Has not the time then come for a call to advance on the part of the Church and School for the uplifting of the rural community? Upon these two, with the Home and the Grange, rests largely the responsibility of developing that fountain head from which the streams flow, which have been giving physical, mental and moral health to the Church and the nation. Our eyes have been in the past turned toward the cities, those centers of population with their tremendous industrial, social and religious problems which are almost staggering in their proportions. But these problems will never be rightly solved unless the problems of our rural districts are solved as well. To the solution of them let the Church and School each in its own proper sphere give itself. Let them both get the true conception of the Kingdom. For the Church alone is not the Kingdom, nor is it the sole means by which the Kingdom comes. It is unquestionably the most important means, but there is also the Family, the School, the State. Let them remember, too, that the measure of the growth of anything is the measure in which it comes into intelligent and sympathetic contact with its environment. It has been because the Church and School have failed to apply this test that they have not been the means they should have been in hastening the Kingdom. Conditions have changed in the country districts, but the methods of meeting these conditions have not been changed with a changing environment. With new problems must come new duties, and with new duties must come new responsibilities. May the Church and School catch the vision and then, with a deep and growing conviction and courage, press forward to meet these new responsibilities and duties, for

New occasions teach new duties;
Time makes ancient good uncouth;
They must upward still, and onward,
Who would keep abreast of Truth;
Lo, before us gleam her camp-fires!
We ourselves must Pilgrims be,
Launch our Mayflower, and steer boldly
Through the desperate winter sea,
Nor attempt the Future's portal
With the Past's blood-rusted key.

WEDNESDAY MORNING.

PROMPTLY at 9:30, President Firth called the meeting to order. Before beginning the regular program he appointed as a nominating committee: Prof. R. K. Smith, of Fayette county; Mr. Taylor Alexander, of Mifflin county; Miss Emma W. Wersler, of Chester county, and Miss Elizabeth Gilchrist, of Westmoreland county. The committee was instructed to meet and to report at the close of the morning's session.

The first paper of the morning was by Prof. Charles S. Kniss, Supervising Principal of Reade Township, Mountaindale, Cambria county, on the

PREPARATION AND IMPROVEMENT OF RURAL TEACHER.

The subject before us for our brief consideration is most timely, and should be of profound interest to each one of us and to every parent. Of interest to us because it concerns us, our efficiency, and our status in the profession; of interest to the parent because it has to do with the greatest asset of our land—the boy and the girl.

Are we assuming arrogance, can we be accused of egotism, if we assert that the rural teacher is the greatest factor in the civic, economic, and spiritual life of our nation? We pray that such accusation may not be directed against us, and yet we beg leave to state this as our sincere belief. However, we do not wish to be understood as detracting from our co-laborer, the teacher in the city. He is doing a noble work. He is faithful to the vision, although his task is an arduous one, made so by social conditions and parental indifference.

Wherever we go to-day, whatever paper or magazine we may chance to read, we are constantly confronted with the hue and cry that the boys and girls are leaving the farm and going cityward. This tendency is being deprecated everywhere. Seldom do we hear that this manifestation of the age, as it may be styled, has a good side. While we would be pleased to note a pro rata decrease, yet we cannot help consoling ourselves with the thought that therein lurks some good.

We may rightfully propound the question, Who has made the city? After a moment's pause we will hear the answer ringing in clear intonation as an echo, "The boy from the country." Need we cite concrete examples to substantiate this assertion? Suffice it to say that our newly-elected Governor, whom we all love, whom we all admire as our ideal—a teacher of teachers with the true instinct—is a living example in the case. He received the grip, grit, and gumption which has carried him from the farm in the hills of dear old Pennsylvania to the Executive Chamber on yon Capital Hill under the scorching sun of the fields and in the bracing atmosphere of the land.

Will you permit a personal example. Two years ago we sent our first boy from the high school into the employ of the Pennsylvania Railroad Company in Altoona. This boy gave such a good account of himself that we had no trouble to place three more boys in the spring of 1913, after Commencement. Last spring the company sent for one of our seniors. These boys have held their jobs during the dull times, when thousands of men were being laid off. One boy was laid off in his department owing to depression, but was immediately given a position at one-third more salary in another department. There is a reason why the boys from the country are supplanting the boys from the city. Thus it becomes apparent that the problems of the city resolve themselves largely into terms of rural life. As the greatest factor in shaping and moulding this life stands the rural teacher. His preparation should be commensurate, therefore, with the greatness and importance of this task. The preparation of the Rural Teacher. Ye gods! how far short it falls of this ideal!

Truth dawns slowly upon the individual, but infinitely more slowly upon the social fabric. It seems to me like the process of water seeping through the earth. It reaches a crevice and fairly rushes on, but lo, it strikes a stratum of clay and see how slowly it filters through. It took many drops of water many years to form the cave and reveal to man the heretofore hidden beauties of nature. It takes many efforts for many years to reveal the sublimity of truth to the race. We are still groping in the darkness of the Middle Ages. The brilliant light of the Renaissance has not yet fully dawned upon us.

We lay down specific requirements for the lawyer and the doctor, but we have no such law for the teacher. Almost any preparation will suffice. We pass laws to protect our cattle from disease, but do not hesitate to hand our boys and girls over to

novices without having measured up to specific specifications, in order that they may experiment upon them. This is, however, no fault of the teacher. This is not directed against him but against the system. The teacher struggles on nobly doing the very best he knows how. Think of the money the state spent this fall to check the hoof and mouth disease. Every veterinary employed was compelled to measure up to certain standards laid down by the state. Why? To save the cattle. How solicitious men were for the welfare of their blooded herds! Would that we could perceive the truth in respect to the boy and girl. We are living too much in the present and not enough in the future. When we deal with the boys and girls we must be futurists. The boy is TO BE, and not an IS.

A study of the race also shows us that material truth takes hold of man more readily than moral and ethical truth. You can more easily persuade man that this is for his material benefit than you can that another is for his ethical uplift. Hence, I suppose, if boys and girls were a commercial commodity, we would see the matter in a different light. I suppose then, if we should go before the Legislature, we could get almost any law, because we could appeal to that part of truth which we perceive most clearly. We could show that it would increase our wealth and hence our prestige among the nations. We could then get a law making the requirements for a teacher as rigid as for a lawyer. Until then we must be content with a propaganda of enlightenment. But, oh, for a vision and the power to be true to the vision! Oh, that we might fly to Mount Sinai and then descend to earth with raiment shining and countenance beaming with truth. What a transformation there would be. How we could cry, Ye Mountains, hide me from the face of the earth!

We said that the preparation and improvement of the teacher should be fourfold. It should be physical, intellectual, moral and spiritual.

He should be thoroughly familiar with the fundamental laws of health, so that he may be able to inculcate them into his pupils. He should always remember that health is happiness. He must understand and appreciate that man's material success in this life is predicated upon a healthy mind in a healthy body. He should be imbued with the truth that to violate the laws of health is a crime—a slow way of committing suicide. He must be taught that the laws of nature are immutable and the punishment for a violation certain. The truth that one may commit a wrong in his body and be forgiven but that the penalty still hovers over him and must be paid in ill health, blasted hopes and aspirations, needs to be inculcated into his very being. In short, his physical preparation must give him a clear perspective of the social, economic, moral and ethical value of good health.

We cannot place too much stress upon this phase of his preparation and improvement as it forms such a vital part of his equipment. No teacher, no matter how well he may be equipped otherwise, can do effective work unless he enjoys good health. We, however, firmly believe that mind rules matter and is superior to it; but we hold that the moods of mind are predicated largely upon matter. Matter is the foundation, mind is the superstructure. The superstructure without the foundation is inconceivable. Mind without matter exists in the spirit form only. To have a superstructure that will stand four-square to the elements, requires a good foundation. To have a mind that will withstand the corroding effects of school life, demands a strong body. Let us say in passing that a teacher with a "grouch" is to us incompatible. A "smile that is worth while" is his key to unlock the door to success.

In the second place, the State should look very carefully after his academic and professional training. No one has the temerity, we hope, to question this part of his preparation; yet it is the most neglected possibly of all. We believe that he should know a great deal more than he is expected to teach. In spite of the modern "air line" roads to education, advocated by many theorists, we hold that his academic preparation should consist of many things that he will never need in the school room, in order that he may get the proper perspective of those things he does need and may rightly appreciate them. Place a man who has never heard of the greatest story of all the ages—the story of the Yuletide—before the original of the Sistine Madonna. Could he appreciate that masterpiece of human skill? He might be able to admire the pure technique, but never the real beauty and the real value of the masterpiece to him and the world. Now, give him the story—the proper perspective—and the beauty of the picture passeth human understanding. It will no longer be a lifeless image but a real potent power. How far short we fall of this ideal!

Again, the preparation is too chaotic; It lacks uniformity. It needs standardization. At present the preparation needed depends upon the County Superintendent. Hence it differs in every county. In some a high standard is demanded, in some the exami-

nations are only a memory test, in others a guessing contest; in some few a farce of farces; and in a very few a test of thought power and teaching acumen. In none, so far as we know, does the examination extend beyond what the teacher is supposed to teach.

We believe that the State should take up this problem. We further believe that this organization should do all in its power to have a law put upon the statute books unifying and standardizing the preparation of the rural teacher. Of course, the time for such action may not be ripe. The Legislature may be engrossed too much in material things to pay any attention to such a proposition. Our lawmakers may not be able to see the truth. It may be necessary to inaugurate a campaign of education. But something, we are convinced, should be done.

This end may be accomplished in two different ways. First, the State might demand that every teacher be a graduate of some State Normal and have reached a certain degree of proficiency in academic preparation and professional skill, and as a corollary that the salary should be increased commensurate with the increased cost of preparation. Or the problem might be solved after this wise. The State might designate several High Schools in each county as special training schools for rural teachers. In these schools the State could establish a course for teachers, select the teacher, supervise the work, and defray the expenses. To take care of the professional side the Cadet system could be inaugurated. Under this system the prospective teacher could be sent out to do work under an experienced teacher in a real school with live school problems instead of a Model School.

In the third place comes the moral preparation of the teacher. As to whether a course in morality should be made a part of the curriculum or not, is not a part of this discussion. We are concerned only with the moral status of the teacher, his appreciation of his influence over his pupils, and his ability to touch the moral corpse and cause it to spring to its feet. The teacher's moral status should be beyond the semblance of reproach. It should be pure as the fountain and sparkling as the diamond. He must have a clear perception of his influence over all the diverse activities of his pupils and school, on the street, and at home. But how all-important it is that he knows how to fan the smoldering embers of the child's moral life into a flame of right thought, right action, and right living. These requisites are his stock in trade. He must include them in his preparation, get them where he may. The State should scrupulously see to this part of his equipment.

We are fully aware of the fact that many teachers get weary of hearing about their moral preparation and improvement and their moral responsibility. We are conscious that they often tell us "to let up" on this subject. But to do so would be incompatible with right. We need to have it held before us continuously. We need to be impressed daily with our high calling. Yea, we need daily to have these words before us. There is none higher. This has always been true, but the world has been slow to recognize it. The teacher is just now coming into his own. When we once realize that there is no greater human moral force in this world than the teacher, the problem of moral preparations will be solved.

Lastly, he needs a deep spiritual preparation. In this cold, calculating, commercial age we have great need of developing our spiritual nature. At her shrine we need to worship if we do not wish to become calloused. Now, it is very difficult to use this word "spiritual" owing to the fact that most of us associate it with certain dogmatic and theological training of formal religion. This is not the sense in which we use it as applied to the teacher. We mean the development of his inner life in relation to his Creator. Many have it in mind that the spirit has very little to do with the teacher. He may deny its existence and yet be accounted a success. Such to our mind can never be the case, for what would be the end of such a course? We can see clearly that it would end at the brink of an abyss across whose shadow is written the omnious word "nihil." We think we can hear some one say, "That belongs to the church." Perhaps so, but we hold that the school is or ought to be in spirit an auxiliary of the church; not to teach sectarianism or dogmatism but to foster and develop that deep-seated innate spiritual instinct of the race.

We do not wish to be misunderstood. We are not trying to detract from the teacher's academic, professional, and moral training and preparation. But we do believe that the modern tendency to measure educational efficiency by means of the "bread and butter" yardstick is wrong. Education rightly is commercial but not wholly so. Our modern destructive critics, who unbalance people's minds by crying that the Public Schools are the most monumental failure of the ages, have the wrong perspective. They are measuring it wholly with the commercial meter. To follow them would certainly lead to materialism. We hold that to take this view would most

assuredly mean the disintegration of society. As the sandstone is composed of myriads of particles of sand held together by a cement, so society is composed of many individuals held together by a cement —the deep-seated inner life, the spirit. Dissolve the cement and you have the separate grains of sand. Take away the spirit and what becomes of society?

Shakespeare realized the importance of the spiritual in life when he made Touchstone ask, "Hast any philosophy in thee, Shepherd?" Prof. Henri Bergson defines philosophy as "not merely the observation and experience of the outer world but of the inner as well." He also speaks of this inner experience as religious feeling, the sense of relationship between the individual and the spiritual source of life. Surely this is sublime business for the teacher.

Moreover, after the last word upon this subject is said, what then remains that is worth while? The spiritual only. Is it not the rich "inner" or spiritual life of the teacher, his undying devotion to Truth which appeals most to his pupils, which stimulates them most and carries them beyond the human element? And some one has said, "Pity the teacher if his children stop with him." Another has described a great teacher by saying that he taught by what he felt and what he was, as well as by his words. A student said, "I don't remember anything he said, but I remember him." The question of education in its last analysis is a spiritual question, a question Alpha and Omega of the spiritual life of the teacher, who is himself a spirit. Oh, that it could be said of each teacher as it is said of the great Teacher, that he is not the bearer of a light, but that he is the light and by this sign he conquers.

If any teacher should have more of the spirit than another, it is the rural teacher. Surrounded as he is by nature and nature's God, he should drink deep at the Fountain. Rich and full should be his inner life. Bright as the noonday sun and warm should be his influence, bringing cheer and gladness to all. May we be true to the vision.

But where is he to get this preparation? Reluctantly we must say not in the higher institutions of learning. Dr. Francis Peabody said that the most difficult thing an American student can do is to go through college and keep his soul alive. This is an awful indictment. Our institutions of higher education, instead of killing the spirit, should develop it. Our college professors should be imbued with the importance of the spiritual. The study of science, for example, should be a tonic for the spirit instead of dwarfing it. We might cite many examples. Suffice it to point out one of them. Suppose we are studying the Linear coefficient of expansion of solids. Incidently we discover that glass and platinum have the same coefficient. Should this suggest anything to the teacher? If he passes it by as a mere cold scientific fact, he deadens the spirit; but, if he grasps the profound Truth underlying it and impresses it upon the minds of his students, he will open up to them a world of spiritual truth and will quicken the inner life, perhaps fanning smoldering embers into a flame.

The teacher, whether college professor or primary teacher, who fails to grasp and appropriate unto himself until it becomes a living part of his being, the basic truth of pedagogy and child nature, namely that mind is a force and education is a growth, lacks a fundamental element in his preparation. He lacks the spiritual. If we do not get it in the higher institutions of learning, we teachers must get this elementary spiritual truth somewhere namely, that Nature is God's effort to project himself into visible tangible form and thus reveal himself to himself and to his creatures. Science, therefore, is a study of how God projected himself and reveals himself to man. Let us lay a firm hold upon this corollary that, as mind is a force and education a growth, education is man's effort to project himself and reveal himself to himself and to his fellow man. When we once get this spiritual conception, how our physical, academic, and moral preparation will become vitalized. It will be as if the grain of wheat which has lain in the catacombs of Egypt for three thousand years were brought forth, placed into the earth, given rain and sunshine to bud and blossom and bear fruit.

Thus the teacher should get some of his spiritual preparation in school—normal school, college, or university. But most of all he should get it in the Book of all books, the Book of model English, model prose, model poetry, the Book that has done more than any other book in literature to shape and mould character and the lives of great men—the Bible. Approach it not with a mind biased by sectarian teaching but with a desire to have your spiritual strength renewed. By so doing the preparation and improvement of the rural teacher will be rounded out and made complete.

The second paper of the session was read by Principal M. A. Dively, of the Altoona Schools, on the

VALUE OF A COUNTRY EDUCATION TO EVERY BOY.

While I am not the author of the topic under discussion, I shall assume that the word "boy" includes, in a general way, both sexes. I shall also construe "a country education," in its broadest and most comprehensive sense, to mean not only that part of an education secured within the walls of a school room but more particularly that phase of it found in the best of all schools—that of nature and experience.

Luther Burbank, the modern genius of the vegetable kingdom, has aptly said: No boy or girl should see the inside of a school house until at least ten years old. I am speaking now of the boy or girl who can be reared in the only place that is truly fit to bring up a boy or a plant—the country." Assuming that this modern wizard of plant life does not base his conclusions upon false premises, then let us make further inquiry into his statement of the latter fact. The same authority seems to feel that the environments of country life are such as to instil everlasting benefits upon those who are so fortunate as to come into contact with them. "For," says he, "a child absorbs environment. It is the most susceptible thing in the world to influence; and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate, and permanent. Pick out any trait you want in your child, granted that he is a normal child, be it honesty, fairness, purity, lovableness, industry, thrift, or what not. By surrounding this child with sunshine from the skies and your own heart, by giving it the closest communion with nature, by feeding it with well-balanced, nutritious food, by giving it all that is implied in healthful environmental influences, and by doing all in love, you can thus cultivate in the child and fix there for all its life, any or all of these traits."

In support of the theory of the influence of environment, permit me to tell the story of the two chance acquaintances who were sitting in the dining room of a leading hotel, and who, strange to say, agreed on the weather, religion, politics, in fact, everything except hotel rates,—the rates being $3.00 per day. One considered that cheap, the other thought it to be exorboritant. Why should they differ on this subject, after agreeing on other subjects of much wider significance. Both were engaged in the same business, both were energetic, both were intelligent, both were men of experience. The secret of this difference seemed to lie in the fact that these two personages had sprung from diametrically different social environments. One was the representative of a wealthy firm, of which his father is the head, and of which his ancestors were the founders. For generations his family connection had enjoyed yachts, stables, palatial residences, the finest delicacies of the table, as well as business prosperity. Consequently, hotel rates at $10 a day seemed reasonable; at $5 a day plebian; and he should have been scandalized had his aristocratic clubmates known that he was dining at a hotel where the rates were only $3.00 a day. This gentleman has acquired this view of the cost of living through perfectly natural channels. In other words, he absorbed it, unconsciously no doubt, from the influences of his early environment.

The other party in the case was born in the backwoods where money is scarce, wages low, and where every one in his own barber, manicure and servant. He earned his first money by doing chores around the farm for boarding, clothing and $2.00 a month. He married, settled in a nearby village, where he rented a neat little cottage, with spacious garden at $8.00 a month which seemed high, for far back in the country from whence he came one could rent the finest dwelling in the place for $50.00 a year. In a few years his firm called him to a small city where his rent was $15 per month which to him seemed excessive. Upon his promotion to the position of manager, it became necessary for him to move into a large city where his rent for a modest apartment, which afforded him less comfort than his former rural cottage, cost $50 per month. This rent, of course, seemed exorbitant. These ideals were again the results of the natural influences of environment.

These two minds, each, approached the price of hotel rates from the standpoint of their respective early social ideals as created and nurtured by their different environmental influences. The influence of environment as here exemplified is a concrete example of the general influence on literature, science art, religion, politics and education. I have no doubt that the ideal

native of the German Empire to-day in whose breast there exists a burning spirit of patriotism for the Fatherland, firmly believes in the doctrine recently promulgated by the Chancellor of the said Empire, "Necessity knows no law." While the true patriot of bleeding Belgium in a similar spirit looks upon that same doctrine as the most high-handed outrage that has ever been known to fall from the lips of any governmental representative.

Ex-President Roosevelt has said, "The strengthening of country life is the strengthening of the whole Nation. I warn you that the great recent progress made in city life is not a full measure of our civilization; for our civilization rests at bottom on the wholesomeness, the attractiveness, and the completeness, as well as the prosperity of life in the country. The men and women on the farms stand for what is fundamentally best and most needed in our American life." This being true, we of the country must awake to a realization of the fact that, since natural conditions favor country life, we must do something to still the tide of discontent with rural life, by magnifying our calling, by improving our farms, our social life, our means of communication and travel, our homes, and our schools. In the words of President Wilson, "Don't follow the people who stand still. Nowadays leaders must be aggressive." We of the country should not be like that eleven-months' old baby that fell down and cried without making any effort to arise until mother assisted it, but rather like that other one that also fell down and instead of lying there and crying for mamma, rose without assistance and continued laughingly across the room.

Doctor Newell D. Hillis, in a recent investigation, discovered that 85 per cent. of the leading men of New York City, seventeen of the twenty-three Presidents of the United States, 80 per cent. of the college students in and around Chicago, and 85 per cent. of the ministry came from the farm. It this same percentage should prove to materialize by similar investigations throughout the country, then, is this not in itself a strong argument in favor of a country education?

"Nowhere on earth has a child such advantages for an elementary education as in the country upon a good farm, where he is trained to love work and to put his brains into his work. The best taught school in a densely populated city can never equal in educational value the life upon a good farm intelligently managed," is the language of Colonel Francis W. Parker who himself worked on the farm for his boarding when he was a boy. The child on the farm learns the habit of industry, and in the words of the Duke of Wellington, "Habit is ten times nature." The child feels that he is responsible for some work, and for some care-taking, and out of this responsibility grow the essential elements that help to build character. The country child's natural environments, while simple, yet are such as tend to form the basis of an elementary education which is so necessary to success in life. Some of his environments are the trees, the shrubs, the foliage, the flowers, the fields, the hills, the valleys, the plains, the mountains, the springs, the brooks, the soils, the minerals, the cattle, the horses, the birds, the bees, etc. All these make countless and everlasting impressions upon the mind and soul of the child which impressions ultimately result in furnishing to the world the leading representatives of the pulpit, the press, the stage, philosophy, fiction, and statesmanship, as well as the captains of industry.

The child enters school with senses keen, his mind full of natural information, and his entire intellect full to overflowing with real knowledge. He has a knowledge of geography, for he has seen the hills and the valleys, the springs and the brooks, and has felt the effects of the rain and the frost. He watches the cattle on the pasture lands, and gathers the sheaves at harvest time. He has made his mud pies, and builded his sand dunes.

He has also laid the foundation of geology as well. He has learned something about the nature of soils, why one field is better than another, why a certain crop thrives better here than there. He begins to reason upon the effects of sunshine, drainage, and fertilization. He discovers that this place is a shale formation, that is sand, and still another is lime, etc. He has a practical knowledge of meteorology. He knows noontime by the length of his shadow, as well as by that infallible barometer—his stomach. He can foretell rains and storms by the condition of the atmosphere and by the appearance and movements of the clouds, the proof of which is often evidenced by his appearance at the barn on returning from the field just before the shower begins. He understands the common spring and inquires about the intermittent spring and the well.

He knows practical botany. He can

name not only the cultivated plants but many of the wild ones. What country boy is not guilty of having brought his barefoot forcibly in contact with the chestnut burr? Will he remember the sensation? What one has not tasted the Indian turnip? Does it make an impression? Has he not also touched the thistle, with a resulting sensation that leaves a somewhat slight impression? Does he not know the maple, the oak, the walnut, the juneberry, the wild plum, the hawthorne, and a host of others that I might name? Is he not familiar with the domestic grains? Is he likely to say wheat is oats, or rye is buckwheat? Is he able to distinguish between timothy and clover? He has seen the seed germinate and mature into a full-grown plant, and has seen the grain converted into flour, and has been witness to the chemical processes through which it passes before becoming the fine light bread for use on the table.

The country boy also gains other elementary knowledge of chemical and physical phenomena. While he may not be able to classify levers scientifically, yet he has used those of the various classes and understands just which one to use under a given condition. He has made his miniature water-wheel and has watched it running, likewise the windwheel. He has turned the grindstone, and has learned the wisdom of acquiring a good momentum before father begins to bear down on the axe. He sees and studies the electrical displays during a thunder storm. He observes and appreciates the beauty of the aurora and the setting sun, also the jack-o'-lantern which has caused him many a scare. He observes, at times, with utter disgust, the transmutation of milk into butter. He learns the oxidation of metals and "*she*" becomes familiar with the chemistry of domestic science.

Does he have an opportunity to study zoology, coming in contact daily with domestic animals and their functions? What an interesting chain of facts from the milch cow to the butter dish, or from the fleece of the sheep to the finished woolen garment! How interesting is the study of the birds in their various habits! What country boy does not know that the swallow builds her nest of mud under the eaves of the roof, that the robin comes in the spring and goes in the fall, that the pheasant feeds upon the wild grape, that the crow steals his food from the cornfield, that the woodpecker makes his home on the protected side of the tree, that the whippoorwill sleeps during the day, and that the owl pounces upon his prey during the night-time? He has helped to hive the bee, has seen it at work, and felt the effects of the pointed end of its sting. He has seen almost every variety of snake, and has had many a fright at the harmless species. He has run down the fox, the coon, and the woodchuck with a pair of legs that, could they be supplied with tongues, would give testimony of this fact days after this healthful sport has ended.

The farm is rich with subjects for composition, and if the child of six or sixteen years does not get its share of grammar, writing, and spelling, it is certainly no fault of the country in its abundant material for description, such as animals, germination of seeds, gardening; raising, cultivating, curing and harvesting crops; forests, soils and minerals. Even the manual arts receive some attention on the farm. Every country boy knows how to use the axe, the saw, the hatchet, the square and the plumb. Emergencies arise when he is obliged to resort to the use of these tools. The wagon is broken and must be repaired at once. A paling is off and must be put on, a post has rotted off and must be replaced, the boardwalk must be renewed, the pump is out of repair and must be attended to, the shoes are in need of repairs. All of these furnish material for the cultivation of the manual arts. The elements of historical study and research are present everywhere on the farm. What a history from the crude plow of the poet to the steam-gang plows of to-day, or from the old sickle to the modern binding machine! How interesting is the story from the maple tree to the sugar on the table! The story of the spinning wheel, the loom, the mill, and the threshing machine, all furnish interesting material for thought.

What a practical knowledge of mathematics the country boy has an opportunity of acquiring! He will never mistake a quart can for a bushel measure, nor a rod for a mile. He knows just about how much muscular energy is necessary to pick and carry away somewhere a bushel of apples or potatoes. He knows in terms of real miles just about how far it is to the village store. He knows in terms of dollars and cents, or rather in terms of cents, about how much honest sweat he must shed in order to do a man's work for his neighbor and only receive a boy's wages. In other words, the country boy learns to work, and in the language of Clayton Sedgwick Cooper

"the aim of education is to learn to work."

If, in the words of Bernard Shaw, "schoolhouses are places where boys and girls are cabined and cribbed for so many hours a day, just in order to keep them away from their homes where they would otherwise be badgering their parents by asking questions that no one could answer," he certainly did not mean to apply this statement to the school of nature to which every country boy has free access, and where the harmonious strains of the birds are not distorted into sudden outbursts of bombastic discord under the pseudonym of melody, and where the artistical curves and angles of nature are not artificially smoothed by the hand of so-called culture into something, I know not what, that appeals neither to the spirit of intelligence, nor to the lower forms of idiocy, and where esthetical ideals appeal to the mind of the child previous to the degeneracy of that mind into the narrower lines and channels as laid down by the false prophets and artists who have conceived the idea of their superiority to the great omnipotent architect not only of this planet and its all-wonderful phenomena but of all the plants and all the phenomena to be found in the vast realms of space.

To quote Colonel Parker again "Real education should be read in terms of character—character translated into action, sound judgment, common sense, wisdom acquired by observation and tempered by experience, with genius to help oneself, and power to plan and execute." These entitle a man to a diploma from the world at large, if not from a University. This kind of a diploma the country affords an opportunity of acquiring, and no method, no system of schools, however good, no enrichment of the course of study, not even most efficient teaching can more than approach this ideal, which is within the grasp of every country boy and girl, provided these natural advantages are reinforced and accelerated by efficient country schools which ultimately means consolidation and centralization.

In conclusion, every boy should have a country education on account of the salutory and inspiring natural influences that surround him on every side. Because he is farther removed from the centers of contaminating and demoralizing influences of evil. Because he has an opportunity of acquiring an elementary knowledge of the natural sciences at first hand through the ordinary channels of intellectual growth. Because he has an opportunity of acquiring the habit of industry, especially along original lines. In the words of James L. Hughes, "The habit of doing what the child himself plans is so vitally important in forming a true character, that it would be much better to allow the child to do wrong than to merely stop his doing." Also, because he acquires the power of originality. Because he has the benefit of fresh air and physical exercise so vitally important to child-growth. And last, but not least, since man made the city, and God made the country, it is in the country that the child will come in contact with and assimilate all that is essential to such healthy and vigorous growth as, in the last analysis, results in the sturdy manhood and womanhood that constitute the leadership of the human race.

IDEAL SCHOOL AND ITS EQUIPMENT.

Deputy Supt. R. B. Teitrick described the Ideal School and its Equipment. The ideal school is the rural school. It conforms to the conditions of the home. It is natural. But it must be taught by the ideal teacher. There must be in it ideal work, and not over thirty pupils. The ideal teacher must have a wide outlook, sympathy with children, good sense, generous enthusiasm, a high type of academic training, and professional ability. You cannot have ideal teachers at bargain prices. The school is the Teacher and the children. It is not the building, though that should be well located and carefully planned. It should have its supplementary readers and its library of real books to develop a taste for good reading; its apparatus for elementary physics and chemistry; its work-bench and sewing machine, and oil stove and dishes, etc.; its standard weights and measures; its pictures and other decorations; its playground and play material; and its properly kept toilets. Its leading purpose should always be the development of character—which stands out as the thing that lives.

After the address of Supt. Teitrick, Dr. W. E. Halbrook, of Arkansas, made a short but inspiring talk to the teachers.

OFFICERS FOR NEXT YEAR.

The following officers were elected for the ensuing term: President, George F. Dunkelberger, Oberlin, Dauphin county; Vice President, Miss Nora E. Swoyer, Sinking Spring, Berks county; Secretary, Miss Ethel L. Lytle, Library, Allegheny county; Treasurer, Miss Alta Lehman, Carlisle, Cumberland county; member of Educational Council, J. L. Spiegel, Greensburg, Westmoreland county; General Nominating Committee, J. H. Bair, Alverton, Westmoreland county; Executive Committee: The elective officers as above with the retiring president, H. W. Firth, Yeagertown, Mifflin county.

The Department then adjourned.

CHILD STUDY ROUND TABLE.

THE Child Study Round Table was called to order by President Wolcott at 9:30 o'clock Wednesday morning in Room No. 10 of the Technical High School, fifty or more members of the Association being in attendance, a number of whom took part in the discussion of the subjects under consideration. The officers were President Ira S. Wolcott, of Altoona, and Miss Helen Fogelsanger, of the Shippensburg Normal School.

The first paper was read by Mr. W. F. Eberle, President of the Board of School Directors of Altoona, on the

RESULTS OF CHILD STUDY.

Any subject to which the attention of our public school teachers is directed for a considerable length of time should show good results if it is to occupy a permanent place in the teachers' curriculum. Child study has received the attention of some of the greatest minds in the educational world for some time past, and we should now be able to show some actual results of this study. Has any better provision been made for the mental and moral development of the child in consequence of the attention paid to this subject, or are children growing up under the same conditions that surrounded them before child study received the attention it now receives? Have teachers been studying the subject as a science, without doing anything tangible for the welfare of the child? Is the average child better to-day morally or spiritually, or is he stronger physically than the average child of twenty-five years ago? The world to-day demands results. This is an age of efficiency.

In our shops in Altoona the Pennsylvania Railroad Company requires every department to show a certain degree of efficiency, and that degree is higher to-day than ever before, and we expect it will be higher next year than it has been in 1914. We turn out better engines, better cars and better work of all kinds than we did five years ago. Our men are more efficient than the men of twenty-five years ago; and more efficient than the same men were five years ago. We attribute the constant increase in efficiency in the work in our shops to the constant improvement in our public schools, and the improvement in the public schools we attribute to the increased interest in the study of the child.

If twenty-five years of training teachers in advanced lines is not productive of good results we should look for the faults and, if possible, eradicate them.

The introduction of a new idea into school work that is to become general in its application requires time for its introduction and acceptance to make its influence felt among the masses. The American people have always been "more disposed to suffer while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed." And this is true not only in educational matters but in governmental affairs as well. We too often cling to the old ideas long after a new and better way has been discovered. We do not want to be the first to cast the old aside. It therefore requires strong leadership to introduce a new system in the educational world, however much the new system may be superior to the old. Strong leaders are few and far between. Many appear in the educational horizon, exploit their ideas, exhaust their ammunition, and sink before they have reached the zenith. Their essays are read in educational journals, but they are soon forgotten. Their addresses are listened to with the closest attention in educational gatherings, and are followed by the heartiest applause, but they too are soon forgotten. It is easier to follow in a well-beaten path than to lead through brambles and briers. Thus the enthusiastic champions of Child Study find that it is hard to clear a way through the forests of methods before they can persuade the teachers to follow in their footsteps.

The average employee in our large industrial establishments must have some one to lead the way. Others are ever ready to follow, but not one in a thousand makes a good leader. Large corporations are willing to pay immense salaries to men who can show that they are worth the price. A school district is a large corporation, and when the voters select fearless and capable men to the office of school director, the man they seek for the management of their schools is deemed to be the best fitted for the position he is expected to fill. Though they cannot pay him what he is worth—for the value to the community of the most efficient school man cannot be expressed in dollars though you pile them mountains high—they pay him what they can and give him their loyal support. He leads the

march of education and sees that the efficiency of the school is advanced to the highest possible degree of attainment.

The average teacher must have a definite outline of the work required. He or she must have definite instructions in any new departure, however easy it may seem to those who have given the new idea considerable thought. We sometimes blame teachers for disinterestedness in subjects of which they have never heard, and of course are entirely ignorant. Teachers must be taught as children are; and, whilst our educational gatherings are designed to teach them, frequently those who are most in need of the instruction do not attend the meetings. You say they can get a great deal of benefit by reading the proceedings of the meetings. True—but do they? Of the thousand of members enrolled in the State Educational Association a very small percentage attend the meetings, and possibly a still smaller percentage take time to read the proceedings. However, I would not convey the impression that little good is accomplished by these meetings because of the comparatively small percentage of the teachers who attend. One enthusiastic teacher can inspire a whole corps by making proper use of the knowledge and inspiration gained at these meetings. Thus the thousands who do not attend, and do not read the proceedings, will be benefited by the work done here.

It is said that the personality of Napoleon in a great conflict was equivalent to forty thousand men. What you need in disseminating the results of the work done here in Child Study is a personality in your work, such as Napoleon had with his soldiers. Then every teacher who attends these meetings will become a teacher of teachers, and thousands who do not attend the meetings will be inspired and instructed by the work done here. Then teachers will feel greater reverence for the little lives entrusted to their care, and they will regard it as a God-given privilege to work for the highest welfare of these little children, feeling that "of such is the Kingdom of Heaven."

The future results of Child Study will depend largely upon the interest those who attend these meetings take in the subject. You cannot all address educational gatherings on the subject; you cannot all give your views to the world through the medium of the press, but you can all use whatever influence you have for the welfare of the child. Some have ten talents, others have five, and still others have one, but, however large or small your ability may be, it behooves you as guardians of coming manhood and womanhood to use your talents for the glory of God, the welfare of humanity, and the perpetuity of our commonwealth.

The state legislature has at various times shown its approval of the most progressive movements for child welfare by passing statutes which have proven a boon to society. I would not in the least detract from the credit due our Chief Executives who approved the great and good educational enactments of past years; nor would I fail to recognize the able leadership of the Department of Education; but rather would I erect monuments of love and respect in the hearts of all good people to the memory of our noble heroes of child welfare who have led in the past and are leading to-day in the onward and upward march of humanity to the highest and best in life.

One of the greatest movements the State has made in recent years for the benefit of the Child is the provision for the medical inspection of school children. Yet, strange to say, this noble work meets with opposition in some sections even among teachers and School Directors. There is nothing on earth so good but some one will cavil at it, nor are the followers of any trade or profession so harmonious but that some will refuse to follow, though angels lead the way. If any teacher in this Association hails from a district in which there is opposition to medical inspection, such teacher can do no greater work for the child than to educate public sentiment in favor of medical inspection. Whilst we can never hope to eradicate by medical inspection all the ills to which the body is heir, we can prevent untold suffering, and our efforts will result in a healthier generation. There never was a movement made for the benefit of children that did not meet with opposition, so teachers must not wait until everybody favors a proposed movement in school administration before introducing it—or they will never progress. Some claim that medical inspection in the schools is useless because the advice of the inspector is seldom followed. We have statistics taken in our schools showing that from 75 to 90 per cent. of the cases recommended for treatment were properly attended to. At the last inspection some who were examined in the forenoon and were found deficient had the defect remedied during the noon hour, and hundreds of appointments were made with dentists and physicians within a few weeks after the inspection was made. We have found from experience that medical inspection in the schools *does pay the district.*

Some opponents of medical inspection, who found themselves at a loss to furnish a reason for the stand they took, said that the inspection is made to help the doctors

and dentists. Whilst this charge is too ridiculous to deserve attention it leads me to say a word in behalf of our dentists and physicians in Altoona. At one of our patrons' meetings while the medical inspection was in progress one of the leading dentists of the city, while discussing the medical inspection, proposed that the dentists of the city treat free of charge those school children whose parents could not afford to pay to have their teeth properly treated. He offered to give one half-day a week for that purpose if necessary provided the Board would provide a suitable place, and he assured the patrons that other dentists would do the same. He even went before the Board of Directors with his proposition which, if carried out, would have provided free dental service six days of the week for school children whose parents are too poor to pay for treatment. As there did not seem to be any particular demand for a free clinic none was established. However, such a proposition by one of the leading men of his profession in Central Pennsylvania should prove an inspiration to other members of the same and other professions to offer their services free for the benefit of school children whose parents are too poor to pay, and would be obliged to let the little ones suffer for the want of treatment.

Many abnormal children are suffering growths in the nose or pharynx and are handicapped for the want of a simple operation by a skillful physician or surgeon. The state cannot afford that these children should be neglected throughout their entire school life with a greater possibility of becoming public charges. The time will doubtless come, and we should do all we can to hasten the day, when the State will provide free dental, surgical and medical treatment for all defective children whose parents are too poor to pay for such treatment.

Child Study is educating the teacher to properly educate the child, and we find by scientific study of the child that we have been making serious mistakes in the past, and that some of our laws written in books on methods are contrary to the laws written in the nerve centers. Nature is after all the best teacher, and teachers are most successful in their work when they follow her methods. Child Study has resulted in a keener interest in the child; it has accorded child welfare a more prominent place in the school curriculum; and even though it may not appear as a requirement in the course of study the teacher who is faithful in the discharge of her duties will do better work in consequence of her interest in this study than the one who moves along in the even tenor of her way without studying the nature of the child. She finds that every one that comes within the ken of the child will be the object of imitation. Such a teacher's every act and word will be examples worthy to be followed. By long and careful training her natural tendencies become perfect models for boys and girls.

Child Study should be wide enough in its scope to include everything that is for the best welfare of the child. It should not only concern itself with the mental training of the child, but it should also embrace the moral, the physical and the spiritual welfare.

The teacher whose powers are limited by the narrow walls of the text-book, and who confines her efforts to the requirements of a printed course of study, however explicit that may be, fails in the high mission assigned her. To be successful her heart must be in the work. She must really love children. She must be able to share in their sorrows as well as in their joys. She helps them to guard against sickness, and to acquire habits conducive to the highest happiness. Valuable as education is, health is more valuable, and if one must be sacrificed for the other the teacher should see that it is not health that is sacrificed. She should know and teach the cause of sickness, and how to guard against it. This is as much a part of child study as is the effect of lessons in morals. We sometimes become so engrossed with one narrow phase of a subject that we overlook the more vital requisites of it. Teachers sometimes follow scientific rules for moral training and fail to teach the child how to guard against disease. They boast of the progress the child is making in observing certain rules of morals, while at the same time it may be drinking the germs of typhoid fever or breathing the poisonous air of a poorly ventilated room. If child study with you has not included the physical welfare of the child, by all means extend its domain, until its physical as well as its moral, its mental and its spiritual well-being shall be included beneath its sheltering wings. Cast aside the narrow view of any speaker or writer who would sacrifice the health of a child for any other kind of training or study, by whatever name it may be known.

The body of a child wearies rapidly when its mind is tired, and the mind wearies rapidly when the muscles are tired, hence the importance of frequent rest and pleasant change of occupation. A few minutes spent in play in the school room when the children are tired of mental effort will do them more good than double the time spent in study which their mental fatigue has made

distasteful to them. Child study has shown that it is economy of time and effort to vary the work of the child as soon as it shows signs of fatigue; and a skillful teacher can see the signs approaching even before the child realizes that it is getting tired. Children should work well while at work and have frequent periods of rest and recreation. Two minutes spent in recreation on the playground while the mind is tired will prepare the child for greater efforts and lead to greater results than long-continued application.

In this day of tendencies towards supervised play and scientific games, it would be well to remember that long and careful study of child nature has demonstrated that formal drills and specific physical exercises heighten rather than dispel mental fatigue. In order that the child may receive the greatest benefit from plays and games the child must be given as much freedom as possible. When restricted by rules and regulations that are unnatural to the child the games become a task and more harm than good results.

Child Study should acquaint us with the laws of nature as these laws pertain to the welfare of the child, for only when we cooperate with nature are we approaching the highest possible good. Nature's laws are supreme, we cannot change them, we cannot modify them, but we can adapt ourselves and our surroundings to those laws. Under the same conditions nature's laws always work the same. These laws embrace the mental, the moral and the physical world. And long and faithful study throughout past generations has resulted in the establishment of a number of generally accepted principles. If these principles seem to fail in any instance the fault is not in the principle but in its application. It is generally conceded that the years in which the child grows most physically are the same in which its mental acquisitions are the greatest. Now, there are cases in which this is not true, but in such cases the child is not a normal child. While children are growing they should have the greatest opportunity of acquiring knowledge.

If you ask me, "What are the results of Child Study?" I reply that you can see results in the increasing efficiency of our public schools. Whatever improvements have been made in methods is the result of child study. If your schools are better today than they were twenty-five years ago; if you have better books, better buildings, better methods, better salaries, better teachers, better supervision, it is all because somebody has made a specialty of child study. There is not a conscientious public school teacher who has not profited by the results of child study. Our admirable School Code was made possible by some of the greatest minds of the Commonwealth devoting their lives to child study. Every line in that admirable document has the welfare of the child at heart. When we read the sections defining the duties of the directors, we sometimes overlook the fact that those duties are imposed upon the school authorities for the good of the child. The parent, or those in parental authority, when compelled by the strong arm of the law to send their children to school, may feel that their liberties are restricted, but they have yet to learn that law, not liberty, is the highest thing of God's creation.

"The very law that molds a tear
And bids it trickle from its source;
That law preserves the earth a sphere,
And guides the planets in their course."

The minimum salary of teachers in the State, though still too low for earnest and efficient teaching, is as high as it is because people have devoted their lives to the welfare of the child.

Child Study is still in its infancy. The past has opened unto us the wonderful possibilities of the future, and this is not by any means the least of the results of child study. Many of you have supervision over hundreds of children, and daily observe the different traits of character represented. The more you study their characters the better you are qualified for your position. The more you interest yourself in child study the more efficient will be your services.

As President of the Board of Directors of a city with over eight thousand boys and girls in its free public schools, and with an enrollment of over 2,000 men and women in its free night school, and with thousands of men under my supervision day by day, I am more and more impressed with the wonderful responsibility resting upon those in whose care the boys and girls of to-day—who will be the men and women of to-morrow—are placed.

May you all gain that kind of inspiration from your attendance upon these meetings, that will make you still better fitted for the tasks before you, and throughout all your lives may you continue to shed about you that kindly influence that tends to make of all the boys and girls under your supervision, honest, industrious, intelligent, conscientious, law-abiding and God-fearing men and women.

The Development of the Moral Instinct of the Child was the subject of the next paper read by Prof. H. H. Shenk, of Lebanon Valley College, Annville, as follows:

DEVELOPMENT OF THE MORAL INSTINCT OF THE CHILD.

Since the psychological term instinct is not very clearly defined and since a satisfactory definition of morals is exceedingly difficult, a discussion of the development of the moral instincts of the child is no easy task. Where shall we look for data? Would we naturally look to ethics first of all, and yet what has ethics given us? Very little. Too much taken up with the historical and speculative phase of its subject-matter ethics has neglected the scientific study of the child's moral instincts.

When we turn to general psychology we find in the text-books a similar omission, but for a different reason, for psychology has delegated this authority as it were to the special phase of its subject—that of child psychology. On one more science can we rely for data, and that is sociology or, perhaps better, social psychology. It is to child psychology and sociology therefore that we are indebted for our knowledge of the moral instinct of the child. The limits of this paper will necessarily preclude a lengthy discussion of this subject, the mere outlines of which can be pointed out in this discussion.

The earliest impulses and actions of the child are non-moral. It has been well said that there are no good or bad children, that a little baby is neither good nor bad, neither selfish nor unselfish. He cries and draws away from pain, he laughs and reaches out toward pleasure, with no thoughts of how others are affected by his acts or of any other further consequences to himself. Only through the long training of childhood culminating at adolescence in a ripening of the social sense does he come to acquire true morality.

The child is born into an environment in which there is a number of sanctioned customs, beliefs and institutions. These naturally group themselves under three heads; First, the beliefs, customs and institutions connected with worship in the ancient temple and the modern church, the religious customs and sanctions. Secondly, the conduct which experience has proved essential to the welfare of the tribe, the race, the group, and without which organized society could not exist. This finds expression in the legal and moral code. Thirdly, the rules of conduct, a violation of which, while not dangerous to the group, yet brings ridicule upon the head of him who fails to conform to the set standards, I refer to conventionally.

The child, early in life, finds a peculiar feeling connected with the violation of the laws of God as he interprets them, and the thought that he may have incurred the wrath of God sends a thrill through his very system. The feeling that we have been guilty of blaspheming God or of sacrilige is entirely different from that connected with a violation of a mere moral law. And yet the violation of a moral law with its pangs of conscience early in life causes great mental discomfort. Since God is displeased with the violations of a moral law religion and morals are not easily separated, although the terms sin and crime are used to characterize violations of the latter.

The violation of the rules of conventionality are relatively harmless, the observance not being so necessary for the survival of the group; table etiquette and unsophistically giving away family secrets are examples of this kind.

As an unrestrained (that is unrestrained from within) individual, the first things that a child learns are necessarily such as are connected with the affairs of the home; and the first attempt at the regulation of its action, I shall not yet call it conduct, takes the form of a restraint, of a "thou shalt not." Curiosity leads the child to touch anything in sight; but the vase, the bric-a-brac, the books and newspapers within reach are forbidden ground, and must be undisturbed. The little barbarian, I mean angel, may possess an instinctive tendency toward the investigation of all optical phenomena; but he must not be permitted to use the eyes of his baby brother as the laboratory specimens for his observations and experiments.

In the former case he becomes amenable to the ethical code which demands punishment for acts of vandalism; and in the latter, poor fellow, to the more serious crime of mayhem which tribes and peoples from time immemorial have seen fit most severely to punish. It must seem at first to the youngster that there are three moral codes; "Touch not, taste not, handle not."

One of the salutary results of these and similar experiences is to teach the lesson of self-control, of the rights of others, and the ability in some measure to appreciate the effect a like action directed towards him would have upon his feelings, thus teaching him the first step toward what has been well said to be the test of an educated man—"the ability to put one's self in the other man's place."

In the Christian home the child learns religious standards of right and wrong. He idealizes a personality and feels a sense of unity with that personality. Whether his attitude is one of fear or whether love predominates depends largely upon whether the wrath of God or his love has been most

emphasized. In his uncritical mind the little child accepts implicity teachings concerning God and his goodness and love as given by parents and upon those he bases his religion and formulates his crude theology. Did I say crude? Yes. And yet the most learned theologians in fundamental principles never get far beyond the child's conclusions regarding God as Creator and Preserver. I shall never forget the answer of my own little girl scarcely four years old to the question of her sister as to who made God. Quick as a flash came the answer, "That's easy. God made himself" Has any theologian improved on that?

But the child's early moral development is not all on the negative side. Simultaneously with the negative conception of wrong grows the positive conception of right. And the modern family, instead of placing emphasis upon the avoidance of evil, places the emphasis upon the positive virtues. One of the first positive religio-moral lessons is that of reverence, and the wise parent leads the child to do good, not by a negative attitude towards wrong but by a positive attitude toward good, not by blame and censure but by praise and commendation, if conduct be worthy of it. In all the moral training of the child nothing is so dangerous as negative suggestion. Parent and teacher must assume that the child means to be good until proof to the contrary has been given. Let every one convict the child of wickedness, and he concludes that he might as well attain the standard set for him.

I recall a teacher of English who was almost religiously opposed to false syntax and who insisted that of parallel columns one of which was correct and the other incorrect we should venture to look only upon the correct. Indeed he violated his own principle by exclaiming, I almost said thundering, "Don't look at the right hand column, it is incorrect."

A most forceful and striking example of the worse than uselessness of negative suggestion was brought to my notice recently by a friend who was brought up in the most rigorous orthodox fashion, being the son of a straight-laced clergyman who knew more theology than child psychology. He relates that when a small boy he was continually admonished in the home and Sunday schools not to worship idols, notwithstanding the fact that he knew neither the meaning of the word worship nor that of idols. He was told that all sorts of dire consequences would follow the worship of idols, and he determined to test the theory. The nearest approach to an idol that he could find in the home was a kind of small broom or whisk used to brush hats or other articles of clothing. Having placed this in a conspicuous position suitable to the dignity of a deity, he proceeded forthwith to worship. In fear and trembling he repeated his prayer to the imaginary deity and found that no dire consequences followed. He arose from his knees alive and well, no stroke of vengeance from a wrathful God. The boy was shocked, he was troubled with skepticism regarding the teachings of parents and the church, and then followed years of distrust and lack of confidence in moral and spiritual precepts and teachings engendered by this method of religious instruction.

I would not here be misinterpreted. I do not mean to say that we must never point out what is wrong. There are times when you must say you cannot do it, and need give no reason. There are times when the best moral medicine for a bully is to strike him down. Of course this is not negative suggestion. But a better way to treat even this type is to take him to the gymnasium or athletic field and there permit him to demonstrate his powers.

But each group has a standard of ethics relative to itself alone, and each widening sphere of association brings the child into a new relationship and into standards and sanctions differing from those of earlier associations.

What a radical change takes place when he enters school! He finds the school a world entirely different from the home. In the home he was perhaps idolized and shown much sympathy by his parents, especially if he had the misfortune to be an only child. Now he finds the world of playmates a cold and unsympathetic one. In this new social order he must fight for his rights, for soon even the tendency to tattle will be tabooed and he will learn the code of group ethics which demands that he must not give away anything that would injure a fellow-member of the group.

Here he learns his great lesson of toleration, only the rudiments of which he acquired in the home. "Toleration," says Giddings, "grows out of the relation between antagonistic equals," and is the foundation of justice. In his quarrels, in his play, in the give and take of childish controversy, childish wit and repartee, he thus learns the elements of justice and, if properly taught and trained, of mercy and sympathy as well.

I now come to the consideration of the greatest discovery or re-discovery in connection with modern education, the value of play. I recall, in Jacob A. Riis's "Battle with the Slums," the picture of a barrel surrounded by if not indeed surrounding playing children. Underneath the picture

was the statement "The Children's Playground—Good citizenship at the bottom of the barrel." How can a child become a good citizen, how can he escape the jail or the penitentiary, if he is not granted the God-given right to play? In the beginnings of life in the home we referred to the negative restraining influences, but influences diverted from unsafe into safe channels. With the boy of the tenement there is no safe channel for the expression of his play nature.

What wonderful powers of discipline are brought out in the child and the young man who has learned to play fair, to play according to rule, to abide by the decision, although to fail in the game is to lose something for which his heart has long been yearning. The principle of toleration already referred to is being developed, and in the successful boy on the playground you have the making of a true man.

This brings me to a question, the importance and significance of which I have long been pondering. What is the value of teaching by moral precept? Of what worth is it to tell the children what they shall do and what they shall not do? Can we endorse the radical view of the late lamented Lester F. Ward when he says:

"The moral precepts observed at any time and in any country are the effect and not the cause of the moral condition of those who observe them. If there is any mutual interaction between ethical teaching and moral conduct by which each influences the other and tends to cause the advance of both it is very slight. Certain it is that the former can be and frequently is pushed so far that the moral sense is more or less blunted and deadened by the iteration of moral injunctions. It would probably be better for personal morality if ethics were only taught historically and philosophically."

Another serious evil results from the erroneous belief that moral character can be improved by ethical teaching. Many persons, and especially teachers, habitually labor under such a load of responsibility for the moral character of those who come within the circle of their influence that they become paralyzed for usefulness in life. No one dares to say what he thinks. All originality is screened out of whatever is produced. Teaching, that noblest of all vocations, degenerates into pedantry. This has now reached such a stage that the utterances of the professors in college have assumed a stereotyped form, and the sagacious student knows in advance what is going to be said. Or if any of these should chance to say anything original he feels obliged immediately to recant it or to add a saving clause to the effect that he meant something else.

Along with the dwarfing effect of this state of things there goes the further demoralizing influence of egotism and conceit. For the idea of continually guarding the character of others begets an inordinate conception of personal importance and this is always seen grotesquely mixing itself with pretended humility.

The moral state is the product of social evolution and a condition to the existence of society. The moral code only differs from the legal code in taking cognizance of cases that society will adjudicate without the aid of the courts. Society will not tolerate an incorrigibly immoral member. To be in society at all, and out of jail, he must practice the moral virtues of his age and country. If he persists in violating moral rules he will be ostracized and deprived of the means of gaining a livelihood and ultimately to perish and make room for those who will conform. Therefore there is no need to preach morality. It is self-regulating. Society literally compels its members to obey its laws.

While the foregoing radical views of Ward, as expressed in his "Psychic Factors of Civilization," may not meet our approval it is well worth our while to inquire into the efficiency of moral teaching by precept. After a careful study of the question I have come to the conclusion that, in the home in early childhood and in the first few years of school life when worshipful respect for the teacher predominates, moral precepts coming from the lips of venerated superiors possess great usefulness as factors in the moral development of the child. Any one who has a child in school can speak approvingly of the wonderful respect shown for the statements of the teacher. The same is true of the masses of the people when a hero appears, catches the imagination of the people, claims perhaps to be sprung from the gods, and to speak with authority. The precepts of Confucius thus influenced the morals of China; those of Buddha in India; and the sayings of Jesus the Christian peoples. In a smaller measure words of wisdom from the political heroes are eagerly seized upon by their admirers and no doubt exert a great influence. On the other hand the wise saying of unpopular leaders have no value in the moral upbuilding of the individual.

That teaching by moral precept frequently fails is well shown by the fact that, with all our teaching in public schools and in Sunday schools, and all our sermons and moral teachings in prayer meetings, and all our reading of the Bible, we are yet so far from the millennium.

An active young daughter of a minister was heard recently, after cutting up an innocent caper, to remark, "Oh I am not so good as I must pretend to be." She uttered a profound truth. The individual demands a higher standard of conduct for others toward him than he really cares to maintain in his relations to his fellowmen. The gossip never jabbers about people in their presence. Her attitude towards persons in her immediate presence is one of high moral principle. The thief dare not steal from his pals. There he must maintain a high code of honor. The Hebrew must not sell to another Hebrew the fowl that dieth of itself. He may sell it to the stranger. Now as soon as the individual recognizes the fact that he in common with others has higher standards for the group than he and they maintain for themselves, he necessarily mistrusts the moral precepts of others, knowing that it is a case of—I am not as good as I say I am, not as good as I pretend to be—Do as I say not as I do, and other similar expressions.

Unless there is some bond of sympathy, of fellow feeling, of consciousness of kind, between teacher and pupil moral teaching by precept is worse than useless. Who would make a pupil angry and then try to instil a moral precept? It could not be done by hypodermic injection.

As too much stress has at times been placed upon the value of teaching by precept so too much responsibility for the morality of those taught, as Ward has indicated, has been placed upon the teacher. While, as Bunyan pointed out, there is a path to destruction even from the very gates of the Eternal City, the main responsibility for the moral development of the child must rest upon the family. The position of the family, as the guardian and conservator of the best customs and traditions of humanity, must be emphasized more than ever in this day and generation. While we may not subscribe to all the radical views advanced by the eugenicists we must admit that the art of race improvement by modifying the physical and mental constitution of races by means of the knowledge which the biological sciences and especially heredity furnish is one of the highest and noblest aspiration of man. To direct the course of heredity by controlling inheritance is the problem of the family and not of the school.

Thus with the heredity of the child and its early environment the family is directly concerned, to the exclusion of every other influence. The church, the school, the state can assist only in a secondary way to improve conditions in the family and to raise its ethical standards.

When we consider, therefore, that outside of the kindergarten children come under the influence of the school only at six years of age, when the moral impress of the family has already been made; and when we consider further that during his school years he is in contact with the teacher about one-fourth of the day for five days only during a period of seven, eight, nine or ten months in a relatively artificial environment, in groups numbering from less than a score to hundreds, we can see how secondary is the influence of the teacher in moral training.

I have little sympathy with those who urge that teachers should make it a point regularly to visit the homes of the pupils, not because it would not be a good thing, but because it is impossible under the present school system. Should the time ever come when a teacher will have charge of a few boys and girls this ideal condition might be worked out to advantage.

In the case of delinquents and defectives, of course all the individual attention possible should be given by the teacher, but this too is impossible under our present system. This part of the subject of moral development I shall not touch upon further than to recommend Holmes' work on the "Conservation of the Child." And may I remark here that every teacher in Pennsylvania ought to be acquainted with the splendid work that Dr. Lightner Witmer, of the University of Pennsylvania, is doing in his Psychological Clinic. We Pennsylvanians, as is well known, suffer from a peculiar illusion regarding our own history and our own institution, and we ought, every one of us, to be proud of the pioneer work done along this line by our own university. Even if the school house should be made the social center that it ought to be, the enlarged responsibility of the teacher would be shared by that of the Directors and leaders in church and civic matters of the community.

I am far from maintaining, notwithstanding all that I have said, that the teacher's position is an unimportant factor. I believe that he holds in his hands the moral destiny of many a pupil. There are thousands of young people in this commonwealth who will be saved, if at all, only by the teachers and by the school environment. There are thousands who are not so much born into the world as they are damned into it; and the church or the school must

save them. True we cannot measure our success along this line quantitatively. We must do the best we can and leave the rest to God.

If the boys are to be saved by us they must be saved by good cheer on our part, by a use of the divine gift of sympathy. We must understand the boy and speak to him, not as a teacher paid to say a conventional thing, but as a friend interested in his welfare, as one who possesses a soul affinity for his charge. In this way we can build the abundant moral life in our pupils, and justify our high and holy calling.

Dr. A. C. Rothermel, Principal of the Keystone State Normal School, Kutztown, read the last paper of the morning on the

CONSERVATION OF THE CHILD.

The child is the great asset of our land. What the child is capable of becoming with the utmost endeavor in religion, in morality, in mental power, in skill; this is the child's capacity. To conserve this inheritance of the child is the duty of the home, and the school, and society. While many children do not have a great deal to conserve because of a weak inheritance, nevertheless the great mass of children have untold possibilities, and the great work of the teacher is to exert a helpful influence on child life. Orators become eloquent as they discuss the conservation of our natural resources and the importance of handing to the children of coming generations the great wealth of our natural resources; and while it is important to leave to our children the right type of material heritage, the one thing of supreme importance is to leave the right kind of children—children of such character and ability that they may be able and fit to make use of and enjoy their heritage. The only way to conserve the manhood and the womanhood of our land is to conserve the childhood. The best gift to the child is a healthy parentage —physical, mental and moral. Such a gift is great wealth. There are many questions that have two sides to them, but no one will ever contend that the soundness of a nation's children is unimportant. If the child is to grow up into vigorous manhood or womanhood, it is necessary that the child's health and vitality should be conserved. We are told that fully 50 per cent. of the splendid energies of the American people are wasted through dissipation. The people of the United States accomplish great things, and yet how much greater would their achievements be if their physical energies could be conserved instead of wasted through dissipation. We often hear the statement that the body has a mind. It seems to me that it is just as correct to say that the mind has a body, and the mind needs the body in order that its possibilities may be awakened and developed. There is no way whereby impressions from the external world can reach the mind, except through the organs of sense, and these organs of sense have for this reason often been called the gateways of knowledge, the windows of the soul. Since stimuli from the external world can reach the mind only through the avenue of the senses and since the mind cannot develop without stimuli from the external world and responses to those stimuli, it is quite clear that the mind needs the body for growth and development, but the mind also needs the body for the purpose of expression. When the individual puts the great thoughts of his mind on canvas, in a book, in machinery or in song, he must use his body as the instrument of his mind.

The school has always been looked upon as the mental conservator of the child. The school stands primarily for development. If the school does not assist the child in the unfolding of its mental life, the school certainly does not do its full duty by the child. Educators do not all agree as to what should be accomplished by the school in preparing the child for the great art of living, but it seems to me that several things should be accomplished. The child should leave the public schools with an open mind, ready to accept truth whenever truth is presented. The child too should know something of its own mental powers as well as of its limitations. It ought to have the power to think, for in the armory of thought are forged the weapons with which we build the stately mansions of righteousness and peace as well as solve the practical problems of life. The school is also a place where children ought to form ideals for life. The child is brought under the direct influence of a superior life, and this touch of mind upon mind and soul upon soul should not simply awaken dormant power, but should also be instrumental in giving a child aspirations and purposes, and put into its mind ideals that hang there like bows of promise, that beckon the child to higher endeavor and loftier achievement. The teacher who lives his life on an exalted plane, and is a living example of ambition and aspiration will unconsciously fire the youthful and plastic mind of the child and be instrumental in placing before his mind ideals which abide as a living inspiration.

I have time for the consideration of but one more element of mental strength. The school should inculcate a love for work and

develop in the child the capacity for sustained activity. The school that allows children to go through it with a minimum of work and a maximum of foolishness is committing a crime against the child as well as against society. The school should impress upon the mind of the child that there is no success without effort, that the power to work should be the birthright of every child, that labor is the law of happiness, and that moral qualities like patience, accuracy, honesty, integrity are built into character through that form of sustained activity which we call labor. If mind is to be a "clear, cold, logic engine," if it is to be filled "with the great truths of Nature and the laws of our operations," if it is to learn "to appreciate all beauty whether of Nature or of art and to hate all vileness," it must be trained and developed and conserved.

But the subject of conservation also includes the moral life of the child. The sociologist tells us that from 30 to 40 per cent. of our criminals are habitual criminals; criminals who have been led into crime through an unfortunate environment. The implication is that practically all of these habitual criminals might be saved to society as useful, honorable citizens if the early stimuli to their lives had been uplifting and inspiring. Society is not doing its full duty to the young so long as it makes it extremely difficult for so large a number to live clean, useful, honorable lives. A hostile environment, in which it is practically impossible for some children to grow into vigorous moral manhood and womanhood, should not exist in our modern civilized communities. Years ago when the Spartan exposed his physically weak child to the elements in the hope that it would perish his one thought was a strong, vigorous manhood and womanhood in the life of the nation. We condemn the Spartan as heartless and cruel, and devoid of the highest parental instincts, and justly so, but I sometimes wonder whether we who profess to be more humane and more kind and more generous are not in a way as cruel as the Spartan of old. It is not an uncommon thing in our modern towns and cities for children of 12 and 14 to wander through the streets at night unattended by persons of maturity, and many of them become the victims of those who prey upon innocence and youth, and grow up without the guidance and the moral strength needed to live a complete life.

To allow a child to grow up like a weed, without direction, without discipline, without correction, without protection is to my mind a crime against childhood as well as against society. We have followed too long the "let alone policy" in our American life. We have allowed men the privilege of corrupting the morals of the young because they pay several hundred dollars per annum for this right. Some years ago while talking with a boy of fourteen years of age about certain habits which he had formed, when I asked him to change his method of living, his answer was: "I would like to, but I am so weak." His weakness was largely the result of his unfortunate training. His appetites were indulged by his parents. He was not taught to deny himself, and at a very early age he acquired the cigarette habit, and during the years he was addicted to this habit he practically smoked away his will. We cannot deny the fact that in our modern life the old principle of "survival of the fittest" still persists, and the immoral man is not capable of coping with his brother who has learned to conserve his moral energy and develop his moral character. For years the schools have put great stress on the development of mind, and it seems to me that the time has come when a great deal more emphasis should be put upon the conservation of the physical vitality and moral energy of the child, so that when he leaves the public school he can feel that he is clothed with power. I can do no better than to conclude by quoting a few lines from Dr. David Starr Jordan—lines that should be impressed upon the minds all the school children of our land and remain with them in memory as a priceless possession: "So live that your after-self, the man that you ought to be, may in his time be possible and actual. Way off in the thirties or forties of the twentieth century he will be awaiting his turn. His body, his brain, his soul are in your boyish hands. He cannot help himself. What will you leave for him? Will it be a brain unspoiled by lust or dissipation, a mind trained to think and to act, a nervous system true as a dial in its response to the truth about you? Will you, boy of the twentieth century, let him come as a man amongst men in his day? or will you throw away his inheritance before he has had a chance to touch it? Will you let him come, taking your place, gaining through your experience, hallowed by your joys, building on them his own, or will you fling his heritage away, decreeing, wanton like, that the man you might have been shall not be?"

At the close of a very interesting session, Prof. Ira S. Wolcott and Miss Helen Fogelsanger were re-elected president and secretary for the ensuing year.

HIGH SCHOOL DEPARTMENT.

THE High School Department of the Pennsylvania State Educational Association met in opening session of its annual meeting in the Auditorium of the Technical High School, at 2:30 p. m., Monday, December 28, 1914, with President P. M. Bullard in the chair.

The officers of the Department were P. M. Bullard, Williamsport, president; C. O. Althouse, Philadelphia, vice-president; J. F. Adams, Millersburg, secretary, to whom we are indebted for this report of proceedings; E. C. Brinker, Jr., Easton, treasurer; and Ben G. Graham, Pittsburgh, H. J. Stockton, Johnstown, E. M. Baulsbaugh, Lebanon, and J. F. Bower, McKeesport, members of the executive committee.

Devotional exercises were conducted by Rev. W. B. Cooke, pastor in charge of the Market Square Presbyterian Church, who read the 19th Psalm. President Bullard made a brief address and introduced Prof. Ben G. Graham, of Pittsburgh Central High School, who presented the following paper on the

REDUPLICATION OF HIGH SCHOOL STUDIES IN COLLEGE.

Has the subject just stated any place for consideration before a body of high school teachers? Certainly, in this day when efficiency and economy have become watchwords in our educational world, any subject that deals with waste and loss of time is one worthy of our most serious consideration. Pressure is being brought to bear by an insistent public which demands that less time should be taken for high school and college. The National Bureau of Education has devoted considerable time and effort to a Bulletin upon the subject of Economy in Education. Much stress is being placed upon the planning of curricula for the boy in our cosmopolitan high schools in order that he may be prepared to take his place in life as a thoroughly capable citizen, and this is as it should be. But there is a small percentage of our students who will pass on to the college to join a very fortunate and select class where wider opportunities in life will be found and where, let us hope, broad training for leadership in society will be secured. This small group of students must not be neglected, particularly in regard to time and effort in their courses.

If it can be shown that, through the co-operation of high school and college, a year or a semester can be eliminated from the time usually taken for the high school and college course, then certainly steps should be taken to secure so desirable an end.

It is the purpose of this paper to show that duplication exists in high school and college Physics, Chemistry, Biology, Geography, Algebra, Trigonometry, and History of English Literature; that this duplication causes a loss of approximately a year in the school life of many students; that this duplication is unnecessary and due to the lack of co-operation between our high schools and colleges; and, finally, a plan for the elimination of unnecessary duplication of high school and college courses.

In the first place, I have recently completed a rather careful examination of most of the catalogues of the leading colleges and universities of Pennsylvania in order to determine whether these institutions offered elementary courses in any of the subjects usually found in the high school curricula. In all of them I found some of the subjects mentioned above and in most of the number I found all of the subjects mentioned, offered by the college as elementary courses.

In order to understand why this repetition of work is necessary on the part of the college student in Chemistry I have endeavored to obtain during the last few months the college viewpoint which I shall try to present here in an impartial manner, believing that the attitude of the college toward Chemistry is about the same in spirit as that toward the other subjects taught in the high school and duplicated in the college.

The severest arraignment of our high school Chemistry is that the teachers of the subject are not specially prepared for their work, consequently the product of their classroom is poorly prepared to begin his college work. To illustrate, our students are not properly grounded in theory; they have had little or no quantitative work; they do not know the names of the authors of text-books they have studied; note-books sacrifice content to form; if you compare the students of two or more high schools you will find no uniformity in their preparation in Chemistry, hence the necessity of repeating their elementary Chemistry in college. These are some of the most striking criticisms offered by the college teachers upon our high school Chemistry.

That high school teachers are not spe-

cially prepared for their work depends, it seems to me, largely upon what you consider special preparation. If it means a college training supplemented by courses in education and actual teaching experience, you must admit that the teachers in our first-class high schools are specially prepared. If it means a post-graduate course in a special subject for a Ph.D. degree, then few of our high school men are prepared to teach. Moreover it is scarcely consistent for the college to criticize the high school for the lack of specially prepared teachers when in many cases they are employing untrained teachers to teach these same elementary courses to freshmen.

As to the criticism in regard to lack of training on the part of the high school student in the theory and the amount of quantitative work, this is due to the great variance of opinion among high school teachers of Chemistry as to what should constitute an elementary course in their particular subject. You will find a similar divergence of opinion among college teachers of the same subject. And, I may say, that this lack of uniformity in college standards is largely responsible for the same condition in the high school, for the work of our high school teachers is bound to reflect in a large measure the character of the course which they have pursued in college.

That many high school students do not know the names of the authors of the text-books studied in the high school I believe to be true, and I must confess that the college teacher in this particular case was justified in his criticism. I am wondering, however, how many college students know the names of the authors of the text-books they have studied.

In the next place, Does the high school Chemistry note-book sacrifice content to form? I happen to know that high school note-books which have been rather contemptuously refused for college credit have been rebound in the college note-book cover and have been presented to the instructor in college Chemistry by freshmen students, and that they have then been passed without question.

The last criticism of the college seems to me to be justified in the main, that is, that there is great lack of uniformity in the training given in our different high schools, and I think it is something which we may be expected to correct.

So much for the attitude of the college upon this subject. Now for that of the high school. The high school teacher calls attention first to the fact that the college accepts the work done in the high schools in English, Ancient and Modern Languages, Mathematics, and History and proceeds to build upon this foundation in the development of the college course, but in the Sciences and Mathematics (College Algebra and Trigonometry) the college accepts these subjects for entrance, but says to the student, "This work has no value and must be repeated immediately by you during your freshman year." This dictum of the college brings us to one of two conclusions, either that these subjects which must be duplicated belong to the college and should not be offered in the high school or that the teachers of these subjects in the high schools are not properly qualified as are those of the non-duplicated courses. The former certainly would be a false conclusion, for I find that the college teacher longs for the elimination of the elementary courses and justifies their existence only on account of the poor work of the preparatory school. As to the latter surely the teachers of science and mathematics are as well qualified for their work as are those of Latin and English. An examination of the salaries paid for this class of work in our high schools would probably settle this point without argument.

The high school, in the next place, reminds the college that a tremendous development has taken place in our work in the last decade, and that we must not be judged upon conditions which existed prior to that time and which, we fear, developed a prejudice toward the high school on the part of the college. If there was any reason for this prejudice in the past the present development of our schools proves that it is no longer justifiable, and that we should not be required to face a duplication of our work when no reason for it exists.

So far I have attempted to show that duplication of our courses exists and some of the reasons for it in Chemistry. I believe, that, although the particular reasons for duplication vary somewhat with the subject, the same spirit underlies in all cases, and I have tried to reflect this spirit on the part of both college and high school. In the second place, I shall attempt to show that there is approximately the loss of one year in the student's course in high school and college through unnecessary duplication. Believing that the best way to arrive at direct results was through questioning students themselves, during the last four months I have personally interviewed twenty-two students now attending college, selecting in most cases young men who were earning all or a part of their college expenses. With two exceptions they agreed that a saving of from one to two semesters would have been possible in their college courses had it not been necessary to repeat

high school subjects in college. Trigonometry, Chemistry and Physics, were three subjects that were specially mentioned as unnecessary in their duplication. It is my opinion after a series of interesting interviews with a number of earnest young men that the college must cease unnecessary duplication of high school work, or accept our students for college entrance after three years' preparation. It is my firm conviction that we are robbing the bright boy in college of one of the most valuable years of his life.

That this loss of time on the part of our students is due to lack of co-operation between the college and high school is obvious if we have proved to you that such a loss exists, and it is not necessary then to further establish our third point.

In the fourth place, There is a necessity for co-operation on the part of high school and college because of the advantages accruing to both classes of schools if unnecessary duplication can be prevented. The first and most important consideration, of course, is the student, and particularly the bright student to whom we owe all possible economy of time. The high school would be benefited in that the teacher would feel that his work was being subjected to a peculiar and searching test through the standard which his students must establish and maintain in the college classroom. He must assume the responsibility for the success or failure of his students for he is on trial with his students. There will be a strong tendency, also, provided the colleges will standardize their courses, to standardize and unify the high school courses.

The college will be benefited through the elimination of their elementary courses in so far as they are at present duplicating those of the high schools, through the saving of time and money which can be devoted to work of a more advanced nature of strictly collegiate rank, and finally through that much-to-be-desired raising of the college standard.

In the fifth place and lastly, I wish to suggest some plans for bringing about this college-high-school co-operation which we have been discussing Owing to the wide divergence in college standards the working out of this matter is largely in this state a local problem. Last March the Physics and Chemistry teachers of Western Pennsylvania through a local organization began the consideration of this vexing problem with the representatives of the local universities and colleges. Both sides presented their grievances and with so much chemical action you may believe there was the liberation of no inconsiderable amount of heat, but as a result a committee of college and high school teachers of chemistry was appointed to formulate a plan to overcome unnecessary duplication in Chemistry. Of course, the work of the committee was a compromise which we think will develop later into a thoroughly successful working plan. The scheme which they presented and which has been accepted by the University of Pittsburgh is that of a joint examination given at the end of the high school Chemistry course by a committee of college and high school teachers. The high school instructors read the papers and pass them over to the college professor of Chemistry for review. If the student passes the examination he is given credit for Freshman Chemistry, provided he is not presenting the subject for entrance, and provided also that the subject has been pursued during the final year of the high school course.

I regret to say that the Carnegie Technical Schools refused to come into this agreement but we hope that later they will see the light. An effort was made at the same time to induce State College to enter into the same plan. After considerable correspondence Dr. Pond came to Pittsburgh to look us over. He refused to enter any joint agreement but extended to one of the Pittsburgh High Schools the privilege of taking the same examination which he gave the State Freshmen. This arrangement was made and five of the graduates of this high school were examined and given a conditional credit at State College in Freshman Chemistry.

What has been accomplished in the Pittsburgh district can be accomplished elsewhere in the state by similar methods. The chief factor in the success of any plan that will bring about closer co-operation between high school and college depends upon establishing a close personal relation between the high school teacher and the college teacher. If the college teacher is acquainted with the high school teacher, has visited his class room, understands his equipment and the conditions under which he works, can breathe the same atmosphere of work for a short time, much of the suspicion with which he now regards our work would evaporate and be replaced by a feeling of co-operation and comradeship that would soon solve this problem of reduplication. The high school teacher should get in touch with the college professor, best by taking some advanced work under his direction. If that is impossible, then at least by visitation and discussion of their common work and the shortcomings and success of the students he has committed to the care of the college. And in this matter of establishing a personal relation certainly

the high school teacher must take the initiative for *we* are asking for this elimination of waste and the burden of proof is upon us, therefore we must not shirk the responsibility.

It seems to me that the State High School Association has a part to play in the consideration of this question of reduplication other than its mere discussion. I believe that if a committee composed of high school and college men representing the various sections of the state were set at work to study this problem and formulate plans for eliminating this unnecessary waste in education much good could be accomplished. Such a movement would tend to develop a sympathetic relationship between the secondary school and college that would have a splendid effect upon both institutions.

In closing, I should like to emphasize again that this problem of duplication by the college is primarily a local one and that the first step toward its solution is that of effecting a close personal acquaintanceship between the high school teacher and the college professor. In this connection I should like to give the opinion of Dr. Holder, of the University of Pittsburgh, who said to me a short time ago when discussing the advisability of giving college credit for Trigonometry, "I do not hesitate to give credit for such work after a brief examination of the student if I am personally acquainted with the high school teacher and he recommends the student." Surely if this association can further a work that will mean the elimination of a year of wasted effort to many of our students it is not only our privilege but our duty.

Dean F. L. Bishop, of the School of Engineering of the University, continued the discussion of the subject. He said the difficulty of bringing about a change in this matter seems due to the fact that the college is afraid the high school will think that college standards are being lowered. He cannot see that they are raising the standard by giving three or four High School studies in college. For the most part less work is done on these subjects in college than in the high school. He knew an instance in which the same text-book had been used in high school that was used in College. In college the class performed two-thirds as many experiments as in high school, and two-thirds of their note-books were made by taking the leaves out of their high school note-book and inserting them in their college note-book. During the time I was dean of a school of Engineering, where Trigonometry was required of all freshmen, I found those who had had this subject in high school came well prepared in it, and I insisted that where it was offered it should be accepted in line of freshmen work in this subject, but the faculty did not agree with me. It is no longer required, however, that this subject be repeated if satisfactory recommendations are made by the high school. I found that it was possible to divide every college physics class into those who had had high school physics and those who had had elementary physics in college, to the advantage of the high school. The condition set forth in the paper just read has become serious of recent years through the tremendous growth of the high school. Few people, and especially college people, appreciate the rapid growth of the high school. Even five years ago it was difficult to find students who could offer 15 units for admission to college. Now most students offer 17 to 19 units, or from a half to a whole year more than the requirement of the Carnegie Foundation—most of it, too, of an advanced character. Most courses in Engineering require drawing from freshmen, even after they have spent four years in this work in high school, thus requiring them to do this work a second time. This ought to be changed. We do not advocate the substitution of high school for college work, but the elimination of high school work from the college course. College men should visit high schools and find out what kind of work is done, and what kind of a course in Chemistry or Physics is offered in the schools from which their students come. It is more important that college men should visit high schools than that high school men should visit the colleges.

Miss Katharine E. Puncheon, principal of the High School for Girls in Philadelphia, presented the following paper on

THE HIGH SCHOOL PROGRAM OF STUDIES; CONSTANTS AND ELECTIVES.

It is with terror in my soul that I approach the topic assigned to me. The course of study for public high schools is the bloody battleground of all educational engagements and it is also, I am inclined to think, the particular territory upon which angels are said to "fear to tread." All education and especially secondary education is in a transition stage and it frequently seems as though its "growing pains" will prove fatal. The changes in educational ideals and the demands upon systems of education are a good deal like Huyler's candy—"Fresh every hour." The popular educational creed of the day would embrace all of these demands and the pop-

ular desire to do everything for everybody all the time will, I fear, lead those who are at work in the field of education to the fate of that ambitious chameleon who crawled over a gorgeous Scotch plaid shawl and burst wide open. Public interest and public attention are centered in secondary education to a most remarkable degree, and the function and the obligation of the public high school are burning questions. The public high school is described in popular periodicals as "the people's college." Its function, we are told, is "to help boys and girls to find themselves," and its obligation "to prepare them for life." Judging from the type and variety of innumerable additions to the curricula our idea of preparing them for life is to anticipate all the experiences which life can bring and to coach our students for them. So far have we gone that one enterprising high school in the Far West, I am informed, offers its students thirty-two different courses embracing everything from preparation for college to preparation for matrimony, and within a few days I have heard it rumored that a well-known high school in a neighboring state has added a course in "Wife-craft" to its curriculum. I have no doubt that the business of being a wife—like the business of being a husband—presents many difficult problems, but I strongly suspect that the establishment of self-respect, the development of self-control, an honest desire to play fair and a sense of humor will do more to solve these difficulties than any course in rules of conduct laid down by an instructor in a classroom and called "Wife-craft."

The result of all this effort has been, it seems to me, to set up an ideal of secondary education which loses sight of three very important facts. First—that by whatever name we may call the public high school the age of its students precludes its administration by college methods. At twelve or fourteen years of age boys and girls have not the judgment to choose wisely among a multiplicity of courses. Neither have they the singleness of purpose which at four or five fires them with ambition and determination to join the ranks of soldiers, street-car conductors, ice-men, hospital nurses or school teachers when they are grown up. Second, that boys and girls *find* themselves through minds trained by honest endeavor and perseverance, through a quickened intelligence and a cultivated spirit, through the testing of their strength rather than through an opportunity to browse a little here and nibble a bit there at subjects which present the least resistance and which count quickest in units for graduation. And third, that preparation for life even in this very material age is much more than preparation for wage-earning although we seem to be using those phrases interchangeably.

In "A letter to a High School Teacher of English" published in the November number of the English Leaflet, Commissioner Snedden says, in urging the value of training in appreciation of English Literature, "I do so strongly because of my conviction that the public high school should be, first of all, an agency of general culture and of preparation for citizenship, the vocational secondary school being something quite apart." I take it that we are concerned to-day with the "public high school" and not with "the vocational secondary school" and that, however we may differ in the expression of our ideal, our common purpose is to send out into the world self-reliant, self-respecting young men and young women with clean and vigorous minds in strong and vigorous bodies and with the capacity for service to themselves, to the community, to the state and to the nation developed to its highest power. This ideal will be reached in some communities by one type of school and in some by another, for to be of real service the public high school must develop in response to the needs of the community it serves. No "ready-made" type of high school and no "ready-made" course of study will fit individual cases. There are however certain fundamental factors which to my mind must be a part of the course of study of every high school which is to be "an agency of general culture and of preparation for citizenship," and for which there are no equivalents. These are the *constants* to be generously provided for before electives are considered and not to be crowded by any alluring, but misleading, discussions of educational values and educational equivalents.

First and all-important, the English language—required work in every one of the four years of the high school course. Careful, systematic, thoughtful work in English composition, oral as well as written. Drill even to the point of drudgery, if need be, in form of expression. Whatever else we may have given him we have no cause for pride in the high school graduate who goes out unable to make a clear, direct and comprehensive statement in clear, direct and comprehensive English. And to this end every teacher in the high school faculty should be a teacher of English. The price of this accomplishment is eternal vigilance upon the part of every one who comes in contact with the student; but it is quite

worth the price. And with this careful, systematic and thoughtful training in oral and written composition, English Literature is not to be neglected. Intimate acquaintance with the best expression of the best minds of the past and of the present; so far as it can be accomplished the cultivation of a discriminating taste in literature and, above all, the formation of the habit of reading, are gifts for which boys and girls will return grateful thanks in the years to come, no matter how vigorously they protest just now nor how insistently they inquire "What's the use?"

Mathematics—Certainly Algebra and Plane Geometry for that development of reason and clear thinking which nothing else will give. Algebra is on trial just now and must "show cause" if it is to retain its place in the course of study. The usefulness of the subject, particularly for girls, has been challenged and is being used in support of that pernicious doctrine of being "born short." Boys and girls who have reached the high school are rarely "born short" of high school requirement in any subject. They have a natural aversion to hard work and a natural desire to do only the things they like best. I hope we shall not cover these weaknesses with a theory of natural limitation; otherwise the need of definitely organized school work will soon have passed. Dr. Young in his book, "The Teaching of Mathematics," makes answer to the inability of students to meet the requirement of secondary school mathematics.

"It is claimed" he says, "by pupils as well as others that special mental qualifications, possessed by few, are requisite for the apprehension of mathematics. Those who are actually working in the field, who have had much experience in teaching mathematics to all types of pupils, have generally abandoned this opinion, so far at least as primary and secondary mathematics is concerned. The simple reasoning of school mathematics can be understood by any normal mind if properly presented. It is hard to see how any one really lacking such capacity could prove equal to the far more difficult reasoning demanded of him in any walk of life." And Oliver Wendell Holmes furnished a good reason for the study of algebra in the "Autocrat of the Breakfast Table"—I was just going to say, when I was interrupted, that one of the many ways of classifying minds is under the heads of arithmetical and algebraical intellects. All economical and practical wisdom is an extension or variation of the following arithmetical formula: $2+2=4$. Every philosophical proposition has the more general character of the expression $a+b=c$. We are mere operatives, empirics, and egotists until we learn to think in letters instead of figures."

History—for at least three years of the high school course and for at least three reasons—first for information, which is not to my mind so unworthy a motive as it seems to many. To the usefulness of amassing dry, unrelated, unorganized facts everyone will agree; but how is one to attain that organized knowledge which is power unless he begins with some knowledge to organize? Second, because an intelligent and sympathetic view of our present civilization can be derived only from a knowledge of the world's past history; and third, because I believe that properly taught history has a distinct moral value. The history teacher's opportunities for lifting her students to high moral grounds without objectionable preaching are legion. Shall civics be a part of the course in history? By all means an important part of it but by no means all of it. Certain branches of history with algebra are being called to answer "What's the use?" The gods and goddesses of Ancient Greece are engaged in mighty conflict with the ashman and the garbage collector of to-day. Once more the contest of the traditional and the practical which seems unwarranted and unwise, for the traditional *is* practical and the practical *is* traditional.

With English, mathematics and history at least one foreign language; and, because concentration of effort and thoroughness are more important than the "enriched curriculum," one language studied for four years has greater practical and cultural value than two or more studied for a shorter time. If Latin be the language chosen for four years, then at least one modern language should have place in the course. For the sake of his English, I should be glad to give every high school student some Latin; but the day when that can be required seems to have passed. The first streaks of the dawning of that day may perhaps be visible in an experiment in what its author calls "Commercial Latin" now being tried in the high school at Dorchester, Massachusetts. The candidate for admission to college cannot escape work in the foreign language department; but for others, here again the usefulness of this retaining is being questioned. Surely it is useful and surely it is practical to give a student contact with a foreign nation through that nation's own language. Acquaintance with the life and literature of another people as told in their own tongue has its broadening effect upon the student's

understanding of the life and literature of his own nation.

And to these four great departments must be added science in due proportion, with general biology in the first year, because through this course we have, I believe, the best approach to those vital and perplexing questions arising in the minds of growing boys and girls. I have watched this plan with care and with interest; and here I believe the wise teacher will wisely prepare the way for an ultimate understanding of human relations and human responsibilities. Following general biology—physiography, chemistry, physics and physiology must all find their place, remembering always that the value of training in science is that it shall be exact and scientific. Wherever else we may deal in "glittering generalities" here and in mathematics accuracy, truth, systematic and logical progression are the aims to be attained.

In a course of study in which English, mathematics, history, foreign languages and sciences are to play so large a part and to which for proper balance we must add drawing, music and physical education, to all three of which shall be given definite credit, you are wondering what provision I am making for electives and for the so-called "practical subjects." Not very much, I must admit. So far as electives are concerned, I am sincere in my conviction that boys and girls of high school age accomplish more on a rather carefully prescribed course of study wisely and judiciously administered in which the doctrine of being "born short" does not receive much public recognition and in which the "enriched curriculum" is interpreted to mean a broad and intimate friendship with a few subjects rather than a bowing acquaintance with many. Much has been said and written on this subject of educational equivalents and there is much that can be said; but experiments are not convincing. If it appear that a student cannot do mathematics, just what is the equivalent which will give him the value conceded to mathematics, plus the value of conquering? And so, choice between carefully prescribed courses rather than among subjects within a course seems to me sufficient freedom of election for high school students. There are points at which personal choice may properly be consulted—as between modern languages, if but one is to be taken. In a course in which foreign language work predominates and selection must be made among sciences, again I think the privilege of election may be exercised. But to open a system of free election or even comparatively free election to high school students cannot, I am sure, bring good results.

The place of the so-called practical or vocational subjects in the general high school is an open question. They have a place varying in importance in various communities; but they should never crowd that training which is the especial work of the general high school and for which they are in no sense equivalents. I know how vital it seems to many that every girl, for instance, shall be taught to cook and to sew because some day she is going to keep a house and take care of little children. I hope she may do both of these things; and, if she is not to learn to cook or to sew anywhere else, she should be taught in school; but the advocates of domestic arts and science and the advocates of practical subjects in general are claiming too much for them. It is yet to be proved that courses in cookery will reduce the percentage of divorce or that a knowledge of carpentry will make a young man a better husband or citizen. As a matter of fact, we are told that the smallest percentage of divorce is among college-trained women and at least one of our oldest colleges for women claims the distinction of not a single divorce among its graduates. There need be no fear that our young women will fail in the woman's work of cooking and sewing; but home-making is more than house-keeping, and our girls must offer larger preparation for this, as for every other field of service. To-day our young women are working with men; they are thinking with them and playing with them; and it seems quite likely that before long they will be voting with them. For all this they must be made ready.

For myself, I have a very whole-hearted and earnest belief in the superior educational value of the so-called "traditional" subjects. I am not lacking in respect for the subjects not included within this group. I appreciate their importance, the growing demand for them and the growing need of them. The eye and the hand must be trained, but the eye and the hand will obey the trained mind; and, as instruments of education, the popular vocational subjects have not, as yet, proved their right to be called equivalents. It behooves us to be very careful how we substitute *things* for *thoughts* and persuade ourselves that we shall get the same results. Recently it has seemed to me that there are most encouraging indications that this discussion of vocational education on the one hand and of traditional education on the other is taking a more reasonable turn. For a long time the daily press and certain very popular magazines exploited the cause of vocational training to the exclusion of every other kind. Very readable and very interesting

but not altogether dependable articles dealing with the advantages of the new education have been numerous and conspicuous; and very alluring appeals have been made on the ground of democracy. The appeals have seemed to me undemocratic in that they have treated of vocational education only in its narrowest sense, and in that they have ignored the vocations for which only traditional training is adequate preparation. It is to be remembered that traditional training is also vocational since it has led and always must lead to the great professions.

Many times in these articles the artist has been called in to point the argument by placing before us striking pictures of stoop-shouldered, big-spectacled boys and girls bending over Greek lexicons or Latin grammars, while on the next page rosy-cheeked, fluffy-haired damsels beat eggs with vigor and broad-shouldered young men plane boards with enthusiasm. We are invited to gaze first upon this picture and then upon that. The reading public cannot be expected to know that such schools of traditional training as these articles picture do not exist to-day. They cannot be expected to understand that even traditional education can be administered by modern methods, and that the good health and fine appearance of boys and girls are a matter of as much importance in academic as in vocational schools. But now, it is no unusual experience to pick up the daily papers and current magazines and to find, from the pen of unquestioned authority, articles calling us back from the extreme view which has been taken and impressing upon us the fact that, as surely as we must meet the demands for broader opportunities, just so surely must we remember the supreme importance of that training of the mind and that cultivation of the heart which can come only through careful, serious and thoughtful contemplation of the old rather than the new, that definite mental discipline which is acquired through the study of languages—ancient as well as modern—that development of reason which is the result of an intimate acquaintance with a rigid course in mathematics, and that intelligent and sympathetic view of our present civilization which can be derived only from a knowledge of the world's past history.

Just now the public is inclined to charge secondary schools with the whole responsibility of preparing boys and girls for complete living, and it is perfectly true that the school's responsibility is and ought to be much larger than it was years ago when school-teaching was confined to the three R's and living was a very much simpler problem than it is to-day. More than that, every one with a cause to exploit sees in the schools—particularly in the public schools—the proper medium for exploitation until that definite work for which schools are organized is crowded to the wall. An earnest woman much interested in a great and good cause and grievously disappointed that it could not be made a part of the course of study said to me not long ago, "Are the schools never going to teach boys and girls life?" We never are—we never can. Life is taught by experience, and the lesson is learned by most of us unfortunately when the time has come to give it up. Schools cannot anticipate and so prepare boys and girls for all the experiences that life will bring to them. What they can do with the sympathetic cooperation of parents is to equip boys and girls with strong bodies, with trained minds, and with an ambition to give to the world the best that in them lies.

To do this we must remember, first, that there are three vitally important factors in the education of boys and girls—their parents, their schools and their associations; and the school cannot do the work of all three without sacrificing its own peculiar function. It does seem too generally true that homes are not bearing their full share of the burden, and in our eagerness to give the child full measure we have made place in our school organization for many things which properly belong elsewhere. I make no plea for the shirking of one iota of its responsibility by the school; but I do protest against the growing tendency to hold the teacher responsible for the whole life of the child. Five hours of five days of perhaps forty weeks is the teacher's maximum time allowance per year with her class of forty or more pupils and she cannot do the work of mother, father, minister, physician and friend, and provide education at the same time, no matter how willing she may be nor how pressing the need.

And second, we must remember that preparation for successful living even in this very material age is more—much more—than preparation for wage-earning—and remembering this, we shall no longer hear that too common question: "Why should my boy study history if he's going to be a clerk, or my girl mathematics if she is going to be a dressmaker?" There is absolutely no reason for it if clerking and dressmaking are to be all of life for them, but are they?

Suppose, for the sake of argument, we swim for a moment with the current of this very practical age and grant that ability to earn a living—that is, ability to learn the

wherewithal by which one may live—is preparation for life. Where are the essential factors in earning one's living successfully to-day. It is not so simple as it once was. There are, I believe, five fundamental requirements:

1. Good health—based on the laws of hygiene and good common sense.

2. A well-trained and a well-stored mind—a mind ready to work and ready to play—equipped to use leisure as well as working hours profitably.

3. A genuine and a generous human interest as expressed in the Golden Rule and the Commandment to love thy neighbor as thyself.

4. A truly religious spirit which reverently recognizes the fatherhood of God and the brotherhood of man.

And added to these four,

5. Technical or professional training in the field in which one is to labor.

It may seem to many that the first and the last are the only really important factors and that three and four, at least, are quite aside from the question. Surely a person in good health and trained to a given kind of work can earn a living. True he can earn food and shelter but is it not also true that—even in this very material age—food and shelter are no longer a living? I believe that nothing short of these five factors is equipment for earning a living to-day; and I am very sure that nothing short of them is equipment for life.

And so, in harmony with Commissioner Snedden's conviction that "the public high school be, first of all, an agency of general culture and of preparation for citizenship," my plea is for high school courses of study whose certificates shall testify to minds trained through honest endeavor and perseverance, to a quickened intelligence and a cultivated spirit, to ability to think and to act, to strength that has been tested—courses of study which shall sound the death knell of that much too common phrase—"Education that does not educate."

REMARKS OF DR. J. E. BAKER.

Miss Puncheon's paper was discussed by Dr. J. E. Baker, of the Philadelphia Normal School for Girls. He had no manuscript, but the following notes will give some idea of what he said.

I feel some embarassment in entering upon the discussion of this question, which has been the battleground of two great classes of educators for many years, lest I be classed with those who "rush in where angels fear to tread." Miss Puncheon has covered the entire field with characteristic courage, and I find myself in agreement with most of her statements, and am willing to form an alliance on most of her positions. But that fact does not prevent me from saying that I do not regard the question as settled or that there is but one type of high school or course of study. The high school to be of greatest use must meet the needs of the community. The type of school for an agricultural community would not suit Harrisburg, nor yet the mining districts of Pennsylvania or the mills of Frankford, and the schools that would fit these latter communities, would not fit a community made up entirely of homes of culture. Authorities must study carefully, and without bias or prejudice, the needs of the community and supply those needs.

We hear to-day the slogan, "Make the schools democratic," and there is a great deal in it. It appeals particularly to the taxpayer without children. We are at least a quarter of a century behind in school knowledge. We need to give to this matter careful and thoughtful attention. But in making the school democratic let us be careful not to ignore a type of school that shall develop the best in every child. Let us look for leadership in social, professional, religious and industrial activities. There is as much danger from the extremest in one line as in the other, from the utilitarian as from the fossils in the profession. He cannot live in the graveyards of the past, nor on the husks of tradition. Yet I am not ready to believe that the old is all bad, or the new all good merely because it is old or new. One thing is becoming very clear to all educators, that we must have distinct types of high schools. This splendid school in which we are meeting splendidly serves a need of this city. It is a distinct type of high school, but it would not be the right kind of school for the country. The country should have an agricultural high school, one in which real agriculture is taught, that will prepare boys and girls for the work of modern scientific farming.

The core of all courses of study to at least 50 per cent. should be uniform. Fifteen per cent. of every high school course should be English, ten per cent. mathematics, ten per cent. history and civics, ten per cent. various phases of science, five per cent. music or drawing. The remaining forty per cent. should represent electives or variations to suit the community. I agree with the writer of the paper that every pupil should have four years of training in a foreign language. The discipline from such study is extremely valuable.

I have had considerable experience with high school boys and girls, and have come

to the conclusion from my experience as school director, teacher and principal, and as the father of six children, four of whom have graduated from college—one is in college and one in high school—that there is not much gained in allowing pupils to elect the list of studies they are to pursue. I have met the girl "born short" who should have had some degree of choice or variation. I have known the boy from a German home who was considered too lazy or indifferent to apply himself to grammar and Latin, but who got into Cornell and made a great success of engineering. Whole school curricula made of elective subjects (not courses) do not foster efficiency. So do not allow pupils to wander through a medley of subjects that appeal alone to one's choice or sense of ease. Action and reaction are equal. Mental development comes from mental activity, and he who solves a difficult problem or performs a distasteful task is storing mental stamina that will stand him in good stead. The road to success is determined by necessity rather than by choice.

The discussion was contiued by Mr. A. M. Weaver, of the Williamsport High School, who took a strong stand for the cosmopolitan high school that will give the individual such a course in liberal arts, industrial arts, commercial work, etc., as he or she is best fitted to take.

Principal Charles S. Davis, of Steelton, chairman of the Board of Control of the Pennsylvania Inter-Scholastic Athletic Association, then submitted the report of the Board for the year, as follows:

REPORT OF BOARD OF CONTROL.

Two years ago at Harrisburg the High School Department elected a committee of five to report at Pittsburgh a plan for state wide control of athletics. This committee's report to the Department at Pittsburgh was unanimously adopted. A Board of Control was elected consisting of the following: J. H. Saul, Peabody High School, Pittsburgh; C. O. Althouse, Central High School, Philadelphia; Rhys Powell, Technical High School, Scranton; Edward Sargent, New Castle High School, now Superintendent at Meadville; Chas. S. Davis, Steelton High School. These were all members of the committee that drew up the report. The sixth member elected was Harry Houck, Williamsport High School.

The Board of Control met at Harrisburg, March 7th and effected the following organization: Chairman, Chas. S. Davis; vice-chairman, J. H. Saul; acting secretary, C. O. Althouse; treasurer, Edward Sargent, and secretary to serve one year, Paul Messersmith.

At this meeting plans were made to print and distribute the constitution, circular letters, etc., so that all the schools in the state would be reached. Accordingly copies of the constitution together with circular letters were sent to every organized high school, to every city, borough, and county superintendent, to all the normal schools, academies and colleges in the state. This plan together with the interest taken by the press gave the movement wide publicity.

Unfortunately the young man elected secretary moved out of the state in the spring. On account of lack of funds no other meeting of the Board of Control could be held. In consequence some of the plans of the Board could not be carried out. It would have been a great pleasure for the chairman to have conducted the details of the work but a number of unusual circumstances prevented him from doing what the secretary was expected to do.

Up to December 1st thirty-eight schools had joined. One more joined December 8th. To make a special effort to increase the number of members before the present meeting, letters were sent out recently to every high school in the state enrolling 100 or more students, also to many superintendents. The result was the addition of nine more, making the total to date forty-eight, as follows: Uniontown, Pottsville, Rochester, Grove City, Easton, Greenville, Mt. Carmel, Middletown, Pittston, Connellsville, Jeannette, Dubois, Sharpsburg-Etna, Coraopolis, New Castle, Scranton Technical, Homestead, Catasauqua, Monessen, Lebanon, Warren, Bradford, Greensburg, Scottdale, Clearfield, Scranton Central, Wilkes-Barre, Charleroi, Shamokin, Phœnixville, Millersburg, Steelton, Meadville, Sharon, Elizabethtown, Punxsutawney, Monongahela, Avalon, Brookville, Reading, West Newton, Vandergrift, Oil City, Tyrone, Beaver, Lancaster, Altoona, Allentown.

The correspondence with members and non-members was heavy. If time permitted it would be interesting to give the various reasons and excuses for not joining. Some of the reasons, the Board feels, are valid objections and amendments will be presented at the meeting of the Association on Wednesday. If adopted, they will go far toward removing such objections and it is hoped add materially to our enrollment.

At a meeting of the Board of Control held this morning plans were made for the year that we hope will strengthen the Association. Principal Lester Appenzellar, of the Lebanon High School, has accepted the secretaryship up to July 1st. This will enable the Board to have its business attended to more promptly.

While the Board feels that the high schools have not responded as generally as they should have done, it is sure that the year has not been without good results. Undoubtedly the forty-eight schools that belong have given closer attention to athletics than ever before and we are confident that even non-members have been influenced in the same way and have felt the necessity for improving their athletic conditions. A movement as wide as this will take time to work out. To make it succeed the Board needs the hearty, sympathetic co-operation of every high school in the state. In view of the above we are disappointed but not discouraged.

For the Board of Control.

CHAS. S. DAVIS, *Chairman.*

Principal J. F. Adams presented the following resolution which was unanimously adopted.

Whereas, Principal W. S. Steele, of the Central High School of this city, who has long been an active member of this Department, has been for many weeks confined to his bed by illness,

Resolved, That the Department extend to him the season's greetings and express its hope of his early restoration to health.

MONDAY EVENING.

THE evening session, which was attended by nearly a thousand teachers, was opened with music by an orchestra after which President Bullard introduced Dr. Edwin Erle Sparks, President of Pennsylvania State College, who gave the following address on

HOW TO GRIP THE BOY.

When I claim no universal recipe for dealing with that perennial problem—the boy,—I am flattered by the invitation to speak from my experience in wrestling with the youthful animal. Whatever success we may have attained at the Pennsylvania State College in dealing with the boys of a larger growth is due largely to the isolated location of the college, to the careful consideration and good judgment of my executive confreres, and to their wisdom in handling every case individually as if it were the only one to appear before them. Government by rule and fixed sentence has almost disappeared or has been replaced by individual control in co-operation with the student body.

In his primary aspects, the boy is an animal, a growing, virile animal with instincts for combat, victory, gain and play. He must be studied in this light. If he had the culture and ethical ideas of manhood he would not be a boy. "Boys will be boys" is a saying derived from long experience.

In training another animal we take into careful consideration the inherited instincts germane to its kind. We disapprove of the man who beats his horse after it takes fright at a motor car because he has added the fear of bodily pain to the mental alarm caused by the appearance of this huge monster bearing down upon the animal at terrific speed and accompanied by disquieting noise. The farmer realizes the necessity of keeping his cows in a quiescent mental attitude if he wishes to secure the maximum amount of milk which the animal is capable of giving. The trainer of animals for exhibition purposes, ranging from elephants to fleas, depends upon his study of the kind of animals in hand and even of the aptitude or inclination of the several individuals with which he is dealing.

Is the training of a human dynamo of a boy less a task or does it require less thought than the training of a flea or an elephant? If we make use of our knowledge of the aptitude, the limitations, the instincts of the lower animals in order to train them to serve our purposes, why not the higher animals? How can we gain knowledge of these primeval inheritages? By studying the boy. How can we apply them? It is the purpose of this paper to set forth a few of many ways which will occur to almost any mind.

Sympathy.—The first ingredient in my prescription for gripping the boy may be called "sympathy"; my second is—more sympathy. The boy is an animal in the cub stage, full of growing pains, clumsy, awkward, feeling out his physical as well as his mental being. He does not know and cannot analyze what is the matter with him. He has longings, but for what he cannot tell. He feels the rising tide of animalism, he hears the far-off call of sex, and mingled with these low physical senses are the stirring ambitions of mental ideals, the promptings of genius, the throb of immortality.

This cub age may well be called the period of being misunderstood. While moved by instinct, the boy is judged by reason. Actuated by adolescent impulse, he is estimated by cold-blood adult standards. He becomes a social pariah, an outcast who seeks the free life of the woods, the seclusion of the cave or the shelter of the haystack or the barn. He reverts easily and naturally to primitive man the cave-dweller and the tree-dweller. Here lurks danger of wild men and wild beast, involving fierce conflict and great uncertainty. Yet the conflict is problematic, honorable and manly, while the peril at home of tracking mud into the house, of breaking everything he handles, of intruding when "company is in the parlor, and of being compelled to wash and put on clean linen is certain to occur. The outcome at home is never in doubt and the warfare is waged by what appear to be dishonorable, unequal and unmanly methods. Realizing this attitude of the boy we must first put ourselves into sympathy with it. Sympathy will always seek to find the impulse which brought about an action; to get the view-point of the culprit before sentencing him; to feel out the standard of his conduct. He neither wants nor needs maudlin sympathy and

forgiveness; he wants to be judged by the standard of his peers.

Physical Exercise.—Primitive man loved to fight. Militarism is a savage instinct which dies hard as civilization is finding out at present. The pomp and panoply of war appeals vividly to the boy. I once took a vote in a boys' grammar school on the peace proposition of omitting the wars from the history text-books and I secured only a scattering few votes in the affirmative. Organization and movement are kindred factors with imagination in fostering the military spirit in lads.

It was taking advantage of this stage in a boy's development, and utilizing its possibilities, which has made the Boy Scout movement a success. If we could incorporate its principles in our school work, I believe the results would be equally marked.

Military features introduced into the school-room and the playground have been known to grip some boys where all other agencies failed. My own experience as superintendent of schools in a manufacturing town showed that a military organization among the boys was a most potent factor in preventing boys from leaving school to accept employment in the mills. I am not advocating militarism. I believe that the boy who has learned to march to music, to act in concert with his fellows is no more likely to desire war, and no more likely to enlist than the lad who has not had this drill; but he has been trained to carry himself properly, to obey orders instantly, and to act immediately. We have simply used an elemental instrument for the higher purpose of keeping his interest in his school work.

Heart Interest.—My next suggestion is to prescribe for the boy, as far as possible, work which he wants to do. I am aware that the extreme of this suggestion ends in those volitional schools which we see occasionally described in the press as being about to be launched. They seemingly begin and end in the gerundive future. Mrs. So-and-So is about to start a school, we are told, in which the pupils are to have free choice of attendance or absence, of work or play, of wasting or saving time. No command will ever be given and no rules made.

Such pedagogical nonsense I am not advocating when I say that we should give the boy as far as possible the kind of work he wants. Study for a moment the causes of family disagreements between parents and children; usually they arise from the child being forced to do something which he dislikes, some task in which he has no heart. Behold the magic change wrought in the child when the parent says, "You have done enough; you may now go and play." Yet psychologists tell us that all work should be approached with as much joy as though it were play.

We are slowly coming to utilize this suggestion in our school tasks. Frœbel embodied it in the kindergarten teaching and the thought revolutionized childhood days by turning idleness and resulting mischief into happy employment. Clay modeling, map making, wood working, cooking, sewing and the like have vitalized to their extent the work of the grades and the high school. Mix a little heart-interest with disciplinary study and drudgery is lightened.

Mrs. Young of Chicago recently said, "Is it not a travesty on our intelligence and adaptability as teachers that after all these years of making courses of study, we should yet have to compel children to attend school? We write poetry on the happiness of labor; yet we must drive our children to it. What is wrong?"

Let me reply by an incident. Most college courses include several hours per week of required exercises in a gymnasium. An instructor reported a large per cent. of absence of his class in this scheduled work. Now a gymnasium is a place for recreation, for play, for sport. One might understand students cutting work classes, but why be absent from play classes? Must we drive students to play as well as to work?

Investigation brought out the complaint that the classwork was monotonous; "setting up" exercises day after day; drills with wands and dumb bells; "down—up, down—up" day after day, mechanical, deadly. Competition and variety, the two chief elements of play, were wanting. Even play had become drudgery. Psychopathists tell us that no exercise is valuable unless there is attendant enjoyment; here lies the difference between using an "exerciser" in one's bedroom and playing an outdoor game of golf; between swinging Indian clubs so many minutes and taking a ride on horseback. Monotony kills.

I doubt whether there is a subject in the school or college curriculum so dry and dull that it cannot be made interesting in the hands of a versatile teacher. A friend said to the teacher of Greek, "You are teaching a dead language." Replied the other, "Yes, but I hope not in a dead manner."

But we have been so long accustomed to drill knowledge into pupils. "Drill" is a splendid word. Get your brace and bit ready, swell your muscles, push hard against the head of the pupil, z—z—z—the

drill pushes through the skull, the pupil is "drilled" in his paradigms, "drilled" in his tables, "drilled" in his dates; thoroughly drilled.

How *not* to grip the boy—drill him.

Justice.—We seem to be born with certain faculties which become dulled later by our relations and desires. Few judges in their deliberate decisions can surpass a boy in his instinctive feeling of what is just and what is unjust. The highest praise a lad can bestow upon a teacher is that he or she is always "square." The boy is the original demander of the "square deal." His confidence in your justice, once outraged, rarely returns.

Frequently we accuse the boy of being influenced by prejudices and obstinacy, especially in his attitude toward duties; but a closer study will frequently show that he is in revolt against an adult standard which is far from being in accord with his standard.

As parents and teachers we lose our grip on the boy when we are not "square" with him. To illustrate: Last spring a party of us on a fishing trip remained over night at a mountain farm house. The farmer arose at daybreak but dawdled until eight o'clock before he had his team ready to begin ploughing. Then he ordered his boy to take the team up to the field. The lad had been hanging about our motor car with the keen eye of a natural engineer deprived of all opportunity of developing his talent for machinery. Knowing his father's habit of procrastination, he demurred and was finally compelled by threats of a beating to go with the team. A full hour the father talked with us before we left; the younger children had their first ride in a car, and all that time the lad waited for his father up on the mountain side, the iron of injustice rankling in his heart. Some day that father will wonder why boys want to leave the farm.

Another case: A teacher saw a bit of paper lying beside a seat occupied by a boy and ordered him peremptorily to pick up the paper. The boy explained that it had been thrown there by another and he was not responsible. The teacher, having taken a stand, was too proud to yield; he had to save his face. The lad stood his ground from his sense of justice, was suspended from school and his educational career ruined. Twenty years have passed. I wonder what the teacher thinks of the incident now. To grip the boy we must be fair to him.

Self-Government.—While I am not a profound believer in the miracles to be wrought by school self-government, I believe there are possibilities in the principle of co-operation which it includes. There can be no absolute self-government in any school or college; the directing force of the teacher must be there; co-operative government is the more exact term. The instinct of control and protection, as strongly inherent in the boy as is the instinct of being protected in the girl, should be utilized in some subtle manner in the control of the school-room and playgrounds. Our present system tends toward arranging the control-instinct of the lad against the duty-instinct of the teacher. A struggle between the two for mastery follows inevitably. The most popular boy this year among 2,500 students in The Pennsylvania State College—a natural leader, born to command—was reluctantly admitted to the college on probation two years ago after repeated applications. He had been refused recommendation by his High School principal for heading a revolt during which he narrowly escaped expulsion. He has now developed into an orderly, tractable man, and has lost none of his winning personality. I am not saying the high school punishment was not deserved. But I could wish his talent had been used. If only those traits of leadership could have been utilized in some manner in his boyhood, he would probably have been a loyal supporter of the school government instead of a rebel.

We may be able to "grip" a natural leader by employing his talent toward legitimate ends.

Mastery.—Of all objectionable methods of governing a boy, the worst is expressed in the determination on the part of teachers or parent to "break his spirit." It is based on brute force, on the old principle of reducing a colt to subjection. In fact, does not the term "to break" a colt indicate this attitude? Sensible trainers of animals have long since abandoned this barbaric method; why retain it for the most highly developed animal—the boy?

Some would go so far as to deny the right of any man to bring an offspring into the world and possessing a right to beat it. On the other hand, I will go the full length of the proposition that the boy is an animal and has periods during his development when nothing but brute force will appeal to him. Such times are not common to all boys, and not common to any boy at all times. They may be warded off by skillful treatment. They give us no excuse for desiring to "break the spirit" of the boy. His spirit is the dynamic force of his coming manhood, the God-given difference which distinguishes him from his fellows,

the power which later will make him a producing, economic agent in his community, and a leader for good or evil depending largely upon the direction in which his spirit is turned in his youth.

Develop instead of breaking the boy's spirit.

Diplomacy.—Let me illustrate by a story the necessity of using diplomacy in dealing with the boy. Once upon a time a boy of about sixteen was afflicted with a disease common to the springtime known as "I-want-to-Leave-School." His father endeavored in vain to dissuade him. Suddenly the family grocer sent for the lad and offered him a clerkship at $3 per week. The contract was for one month although the boy would have gladly made it a year, being persuaded that the work was lighter than attending school. Another lad, his seat-mate, left school the same morning.

During that month the grocer seemed to take especial delight in putting as much manual labor as possible upon that lad. In turn, the blundering lad caused no little financial loss to his employer through breakage and neglect.

At the end of the month, the employer inquired whether the boy was willing to renew the contract, but business had sadly faded and school had grown brighter to the lad. On the Monday following, he was in his seat in school again and he ultimately completed a collegiate education.

Twenty-five years afterward that lad, now a mature man, was invited to return to the village to deliver the Commencement address. While awaiting the train, which was to take him away next day, he noticed the trackmen sitting on a handcar ready to begin their hard day's work in the blazing sun as soon as the train has passed through. One of these trackmen was the former seat-mate of the boy who left school to become a grocer; the other boy now stands before you. The trackman's work is as honest as mine but I believe my influence is larger and my work pleasanter.

Later it transpired that my father had persuaded the grocer to employ me and had paid my wage and damage money in order to teach me a lesson.

Moral—It requires sometimes a lot of diplomacy to grip a boy.

Dr. J. George Becht, Secretary of the State Board of Education, then gave an address on the Development of Self-control.

Tuesday forenoon was given over to the meetings of the six sections of the department. These proceedings will be found herewith.

WEDNESDAY MORNING.

THE department met in the Social Room of the Technical High School at 9:15 a. m. Prof. J. Lynn Barnard, of the School of Pedagogy, Philadelphia, gave an address on the Reorganization of Secondary Education, of which no report has been received, as is true of all others not found in this volume of proceedings.

The annual Round Table conference was then held presided over by the Vice-President, Prof. Calvin O. Althouse, of Philadelphia.

ROUND TABLE CONFERENCE.

The Chairman in opening the Conference, announced the subject for discussion as "The Standard High School," with the following questions:

1. What shall the standard high school be? Shall it be the six year high school, the academic high school, the manual training high school, or the composite high school?
2. What standard shall be set up for the preparation of the high school teacher?
3. What shall be the standard for promotion? For graduation?
4. What shall the standard high school program of studies include?
5. What shall be the standard college entrance certificate?
6. What shall be the standard of social activity in the high school?
7. What shall be the standard of athletic activity?
8. What shall be the equipment of the standard high school? (a) Physical; the plant itself; (b) manual training; (c) domestic science and art; (d) physical training; (e) social center; (f) for college preparation.
9. What shall be the place of examinations in a scheme of promotions in the standard high school?

He stated that Philadelphia is answering the first question by adopting the composite type of high school. For many years it had had the academic type only, and these at central points in the city to serve the entire city. But now it has five district high schools, each of them a composite school embracing academic, manual training, commercial and other departments. Either we must make a change in the graded schools or adopt the six-year high school.

Miss McNiff, of Harrisburg, asked "What is meant by a six-year high school? Does it mean that two years of college work are to be added to the present four-year course, or does it mean that two years of grammar school work are to be added to the high school course?" It was explained that the most popular form was the "three and three" plan,—the seventh eighth and ninth grades to constitute a junior high

school and the tenth, eleventh and twelfth, to constitute a senior high school.

Inspector C. D. Koch said that the six-year high school is bound to come. The Department of Public Instruction favors the adoption of the plan. Pennsylvania has 125 first-grade high schools with five years or less in the course of study. Of 182 letters of inquiry sent out as to the kind of high school approved, 165 answers favored the composite type, and only eleven favored the special high school. Ten high schools in Pennsylvania have adopted the six and six plan.

Prin. Phillips, of Monessen, reported that their district had just adopted such a plan.

Prin. Kraybill, of Munhall, asked: "If we adopt the 'three and three' plan, in what class will the Department place us? and will districts be compelled to pay, for the entire six years, the tuition of pupils who go to high school in another district?

Inspector Koch answered that districts are required by law at the present time to pay for only a four-years' course.

Prin. Taylor, of Oil City, asked what changes would be made in the 7th and 8th grades.

Inspector Koch: That depends upon conditions. Not many have made radical changes.

On question No. 2, Miss McNiff said that some such training as Columbia or Chicago University offers is absolutely essential to the most successful work. It is just as necessary for high school teachers to have some special training as for grade teachers to have such training—and it should be required of high school teachers.

Chairman Althouse asked whether such special training should follow the high school or college course. He thought it should follow the college course. Philadelphia requires the A.B. degree from all high school teachers. You can't get too much training.

Supt. Wright, of Uniontown, questioned the wisdom of requiring a college degree from teachers of special subjects, as Commercial teachers. There is already a dearth of Commercial teachers. How will it be if you require each one to have an A. B. degree? He does not think it "a square deal" to ask every teacher to go to a university.

Chairman Althouse: To do large things needs large training. Many institutions provide such training at small expense. The crux of the whole matter is the question of salary. The salary must be made commensurate with the task, and there will be no dearth of teachers, who have had adequate and proper training for any department.

Prin. Bair, of Shippensburg: As we get boys and girls to take high school training by making it worth while and not by requiring them to take it, so we will get properly trained high school teachers by making it worth while. I do not think it should be required.

Prof. Mahoney, of the West Philadelphia High School: There is a need of definite training on the part of college graduates who come into our high schools. State, Swarthmore, and other colleges are now providing this definite training in the college course. While we need enthusiasm and inspiration, these things do not take the place of intelligent methods. Most inexperienced teachers are placed in charge of freshmen classes, just where the greatest skill is needed, and they begin about where they stopped at college. If these young people had some definite training in elementary methods even in Summer school before beginning this work, the results would be less disastrous.

Prin. Harley, of Mt. Union, asked that No. 3 be discussed. He said that many schools do not promote unless all the subjects of a course are passed. This does not meet with his approval.

Miss Fulton, of Reading, thought the standard for promotion should be the teacher's opinion as to whether or not the pupil is fitted to do the work of the next year, and this promotion should be by subject and not by class.

Prin. Butler, of Wellsboro, said their practice is to promote by subject and they graduate a pupil who is short one of the sixteen points as recognized by the Department. Miss Fulton said that in Reading the examination counts one-third and the teachers report two-thirds in promotions.

Prin. Gilmore, of Braddock, does not believe much in examinations. No set of questions can cover adequately half or all of a term's work. Many good pupils can't make a passing grade in such an examination. He believes in the gradual abolition of examinations as a test for promotion, and placing the responsibility on the teacher. The teachers should say whether or not a child should pass or should not pass.

Some one suggested that teachers would yield to the parents' desire to have children promoted. Miss Fulton said that Reading exempts from examination all who have made a class standing of 85 per cent. She would regard as cowardly any teacher who would yield to the parents' insistence upon the promotion of an unworthy pupil.

Mr. Frye, of Westport, said that it is only fair to the boy who cannot express himself orally, to give him the opportunity

to "make good" by examination. When you do away with high school examinations you eliminate one of the best sources of training in the curriculum.

Prin. Gilmore said that examinations must not be confused with tests. In some high schools examinations were abolished many years ago with good results, but they still have periodical written tests.

Prin. Ellis, of Dunmore, asked whether any high schools are devoting any time to teaching pupils how to study. He believes that a great deal of good might be accomplished in this way and many students saved to the high school who now drop out because they have never learned how to study.

Prin. McCune, of Uniontown, advocated the free election of studies with only English required. He has no sympathy with iron-bound courses of study that make no allowance for individuality. The statement of selection should be made and signed by parent and pupil and endorsed by the principal of the high school.

BUSINESS SESSION

The hour for the business session of the Department having arrived, President Bullard took the chair and called for the report of the committee on resolutions.

RESOLUTIONS ADOPTED

Resolved, 1. That the High School Department of the State Educational Association renders its thanks to the school authorities of Harrisburg and all others who have given of their time and effort to make this meeting one of the most useful and successful in the history of the Department.

2. That the sentiment of this body favors in principle, and gives its approval of the composite high school.

3. That we approve the plan of holding three general sessions together with the sectional work of this Department.

4. That we favor the line of discussion that has for its purpose the bringing together of the college and the high school, thus benefiting the young people entering college, in preventing duplication of studies with its consequent loss of time.

5. That we approve the work of the Athletic Council and urge all high schools to become members of the P. I. A. A.

6. That we favor the opinion expressed by several of the speakers that the standard high school shall be determined by the community for which it exists, rather than by the recommendations of the committees, who cannot appreciate local conditions and whose recommendations must necessarily be more or less arbitrary.

7. We recommend the discussion of questions, at our next meeting, that will tend to bring about closer co-operation between the home and the school.

Signed: J. P. Breidinger, Charles B. Frazer, Jr., Ronald P. Gleason, A. M. Weaver, J. W. Moyer, Committee.

These resolutions were unanimously adopted.

The committee on Nominations made the following report:

OFFICERS FOR NEXT YEAR.

Your committee reports the following nominations for the offices of the High School Department:

President—Calvin O. Althouse, Philadelphia.
Vice-President—H. J. Stockton, Johnstown.
Secretary—J. F. Adams, Millersburg.
Treasurer—B. W. Fisher, Lancaster.
Executive Committee—P. M. Bullard, Williamsport; Bertha M. Clark, Philadelphia; J. L. Thalman, New Castle; G. W. Gilmore, Braddock.
Nominating Committee—A. E. Kraybill, Munhall.
Educational Council—G. D. Robb, Altoona.

The report was adopted and the Secretary instructed to cast the ballot for the candidates named.

The new president, Calvin O. Althouse, was introduced. He thanked the Department for the honor conferred and pledged his best efforts to promote a successful meeting at Scranton next year.

The Department then adjourned.

ENGLISH SECTION.

THE English Section of the High School department met on Tuesday at 9 a. m. in Room 18 of the Technical High School. Principal A. E. Kraybill, of Munhall, in the chair. W. D. Merkle, the Secretary, has kindly furnished report of proceedings.

The first paper was read by Miss Ella Peach, assistant superintendent of Schools, Uniontown, Fayette county, on the

MINIMUM ESSENTIALS IN ENGLISH FOR ENTRANCE TO HIGH SCHOOL.

The topic which we are to consider this morning is one of great importance. It is one that should receive the careful consideration of every grammar grade and high school teacher. The question has been much discussed in the last few years, and, in the course of this discussion, it has been discovered that there is a wide difference of opinion as to the function of the grammar school in its relation to the high school. It should be remembered that they are both parts of the system of public education and they should stand in close relation to each other.

The work of the elementary school is to teach the children the elements of morality,

good health and good citizenship, and to give them the mastery of the tools of intelligence and culture with such elementary information concerning nature and mankind as may be taught during the eight or nine years of the child's early life. The function of the high school is to continue that work with such change of means, subject-matter and methods as the changing needs and abilities of adolescence require. So close is their functional relationship that it were well to have no gap between them of which the pupil may become more or less painfully conscious.

Grammar grade work and high school work would both be materially improved, if the teachers in each school knew definitely the special problems and difficulties of the other. There is at present a lack of articulation between the two schools.

The high school is continually complaining that the work done in the grammar grade does not prepare pupils for the work of the high school, that first year students are obliged to devote much of their time to learning what is clearly within the comprehension of seventh and eighth grade pupils. While we admit there may be some truth in this charge, we do insist that all the fault is not in the elementary school.

Although seventh and eighth grades besides rounding out and completing the elementary courses should anticipate the needs of the boys and the girls who enter high school by cultivating a spirit of independent thought, and should prepare them for the freer life of that school, the high school has a greater responsibility.

It is the duty of the high school to receive the pupils from upper grammar grades with a considerate, sympathetic consciousness of their needs and limitations, and to see to it that their entrance into this new life is not fraught with undue difficulties. Too many first-year high school pupils are placed under the instruction of teachers who do not know the capabilities of the boys and the girls who come to them. These teachers have not studied the child and too often they measure them with the same standards by which they measure high school students of the fourth year.

Pupils usually complete their elementary course at the age of fourteen years. We know that marked mental changes occur at that age. Among the most noticeable of these changes, and among those that concern the teacher most deeply at this time, are the restiveness and the lawlessness that mark the dawning of conscious power, the supersensitiveness to criticism, the reticence and variability of a mind trying to find itself. The pupil is trying to throw off the restraints of childhood, and has not yet acquired self-control. It is the age most in need of appreciation and sympathy. If high school teachers of English realized all of these changes, and if, instead of heaping criticism upon the elementary school and of complaining of inefficient work in the upper grammar grades, they would see to it that there be no violent break in the methods of study, no flinging of the child into work beyond his depth, but would have a readjustment of discipline and study adapted to approaching adolescence, the transition from the grammar school to the high school would be only a transition from one grade to another.

There is hardly any aspect of elementary education not now undergoing criticism, but probably there is no subject in the entire range of teaching in the elementary school which receives so much criticism as the teaching of English. There is a wide divergence of opinion as to the scope and method of English teaching, but all agree that the ability to speak and to write correct English is the most important result. We hear and read much about practical education. Can anything be more practical than the ability to use the mother tongue with facility and accuracy? Ex-President Eliot has said, "The power to understand rightly and to use critically the mother tongue is the flower of all education." As a matter of fact the lack of this power is the most glaring deficiency in our whole educational system to-day. Not only colleges and schools complain of the poor English of our pupils, but men of business have voiced a complaint that they find it more and more difficult to secure young men and women as helpers, because of the ignorance of the applicants in the art of spelling, of the meaning of words, and of their inability to use clear and idiomatic English.

Agitation directed against the inefficiency of the instruction in the mother-tongue in the elementary schools has brought about one definite result: namely, that everywhere a large place in the daily program of our schools is reserved for it. Every school now is expected to give to its pupils the power to express themselves clearly and correctly, and failure to do this is regarded as discreditable to the school. The public holds the schools responsible for the linguistic faults that have their origin in the illiteracy of the community. The schools have a difficult task in overcoming the slovenly speech which is heard on the street and in the home. Teachers can do much to correct this evil, but they should know and appreciate the difficulties which they are obliged to face.

Teachers, at least, in a great majority of our elementary schools, are involved in an

unceasing warfare with these retarding forces. They must lay the foundation for correct habits of thought and speech by first eliminating bad habits acquired on the outside. They will measure their efforts by results in the environment outside the school room. Mr. Chubb in his "Teaching of English" says: "We must bear in mind the fundamental fact that good speech is a habit, hence it is that, viewed in its large aspect, the problem of illiteracy is not so much a school problem as a problem of American civilization. Those teachers who take this wider social view of the situation must reckon with those adverse social forces which discount their efforts. The practical outcome of such a recognition of interdependence of the school and the social environment of the child will be found in the endeavor of the school to counteract the home influences that are hindering the child's development and training in language and to enlist the parent's hearty support. We know that the elementary school has often been, indirectly, a great civilizer of the home: that many bad habits have entirely disappeared by effective teaching. May not, then, the elementary school voice a new demand for circumspection in habits of speech."

The point of attack in the movement for reform in our English studies has been the high school, but, as I have said before, high school teachers claim that the character of the work which is being done in the grammar grades does not lay a definite foundation for the English required in the high school. It is well, then, for elementary teachers to pause often and ask: "What are we trying to do?" What should be the essentials of an elementary course in English that will lead without any break to the high school course? What should be the scope of the work and what should be reasonably expected in a study which presents so wide a field? By having a definite aim, and by clearly understanding what is to be accomplished in their division of the subject, they will feel responsible for the successful completion of a specific part of the course

Socrates in discussing the problem of education said: "You know that in every enterprise the beginning is the main thing, especially in dealing with young nature, for at that time it is the most plastic and into it the stamp which it is desired to impress sinks deepest." This principle is gaining its way in the attempt to improve the English in our elementary schools and to fit the pupil for high school.

"In learning English the fundamental processes are threefold; speaking, reading, and writing; the practical results twofold, ability to express oneself and to understand others. To this should be added some knowledge and appreciation of literature."

The materials for use are word-study, reading, composition and grammar. One aim of English training is to enrich the vocabulary. This may be done by means of spelling, properly taught, through story-telling, memorizing of poems and by the teacher's own English. Spelling should receive special attention in all grades below the high school. Since we learn to spell in order to write words correctly, great care should be taken to choose such words as meet the needs of the pupils in their written English work. A child's mastery of words is increased by the use of the dictionary, which use should be a part of the regular order of work in grades six, seven and eight. Below those grades the learning of definitions from the dictionary is not wise. The children might better strive to form their own. Comparison afterward would then result in actual knowledge and greater accuracy. This word-study should include correct pronunciation, which will result from careful hearing rather than attention to the organs of speech. There should, however, be frequent drills to secure accuracy and pure tone. An interest in the life history of words may be aroused, and useful facts as to the meaning of prefixes and suffixes can be readily understood by pupils of the grammar grade. Special attention should always be given to making the word meanings clear to immature minds by the use of illustrative sentences and discriminating synonyms.

One of the most effective tools for the teaching of English is reading. From the earliest years of childhood to the last moments of recorded time people read. The technique of reading, though always subordinate and secondary to the mastery of thought, should receive careful attention during the earlier years of the child's school life. Special attention should be given to clear enunciation and correct pronunciation. These can only be secured when the teacher steadily insists upon them. Too often, however, the elementary schools have been more concerned with learning the mechanics of reading than with the deeper importance of learning what to read. Too often in our elementary schools the teaching of reading may be worse than useless, unless boys and girls are taught what to read and are given a desire for it. Too often the child merely reads to read.

A well-taught child in a well-ordered school should, by the time he reaches the age of fourteen years, have the inclination and ability to use the facilities for culture which a public library affords. He should

be so taught reading as to understand, appreciate and enjoy it, to the end that the thoughts set forth therein may be for his future use. Here then is the teacher's opportunity to stimulate the pupil's love for literature and to help him to discriminate between the true and the false.

To the great host of grammar school pupils the realm of literature is an undiscovered country. The elementary school should therefore give the pupil more than the tool called reading; it should show him how to use it. The reading lesson should be a study of literature and it should lead the children to find the beauty and strength of the thought and imagery, fitness in figures of speech and delicate shades of meaning. It should make his mind alive to all that is beautiful in nature and art; it will enrich his life by bringing into it the best thoughts of the past and the present age. It opens the door into the world's literature and gives him tempting glimpses of its variety and attractiveness.

Good literature has power to surround the child with an environment in which he meets human nature in an idealized form. In this environment good is made attractive and the evil stands out in all its ugliness. It is highly important that the child should early learn to admire the good and noble; for admiration is the strongest incentive to imitation; and imitation is the most powerful impulse to action. This with the young is a potent factor in the building of character. "If the psychology of character building is summed up in four sentences, I see, I like, I wish I were, I will be, then, the greatest amount of character building can be obtained by the effective teaching of reading in the early life of the child."

In modern education the tendency is to train for power through self-expression. The emphasis that is now placed on English composition or expression through oral and written language, is indicative of this tendency. Of all avenues of expression that of language is the most fundamental. All thinking is done in words by a self-conscious mind, and the language that one uses is the measure of his thought.

Expression is natural and necessary to a child, and wherever there is expression, be the medium what it may, there is composition. All effort toward expression in words is, whether it be oral or written, in its broad sense composition. It is the duty of the teacher to help the child to refine this natural process and to raise speaking and writing to the dignity of an art that shall make converse agreeable and effective. Oral language deserves more attention than the written, and should be measured by standards equally high.

The grammar school should be recognized and organized as a social community in which each child, as a member in full standing, discusses his work freely with his companions. Every lesson should be consciously a language lesson, in which the teacher should judge of the precision and accuracy of the child's concept in arithmetic, in history and geography by the aptness of the words in which he clothes his thoughts and with which he attempts to handle them.

One of the greatest psychologists, Dr. Thorndike, has said that "Arithmetic is half language," and this fact is true, possibly in a less degree, for any or all the subjects in the curriculum of the elementary school. Teachers should give careful attention to the language aspects of the subjects under consideration. Pupils should, also, be taught to put a matter of observation, experience, reading or opinion clearly and effectively before the class in a composed, pleasing and forcible manner. To secure these qualities is well worth the effort necessary.

In daily life one has occasion to use oral speech constantly, while a majority of people do not find it necessary to do any extended writing. In spite of our knowledge of this fact many schools give greater attention to the child's written than to his oral expression. There seems to be a feeling that the pupil's oral speech will regulate itself. It is a serious mistake, however, to limit the child's ability to the expression of his thought in writing. His power to comprehend and to express orally should exceed his power to express in writing at all stages of his advancement.

The story is a valuable means of instruction in oral composition in all grades below the high school. It affords training in unity and sequence, increases the vocabulary through the appropriation of the words of an author, develops power to hold and retain thought, and strengthens the memory for details. In addition to this oral work in language, there should be in the grammar grades periods devoted exclusively to the study of written composition. During this period let there be practice in short themes as one of the most efficient means of developing facility and power.

These themes fall into two main classes: The reproduction of classic models and the composition of original exercises. Reproduction exercises are not, strictly speaking, exercises in composition; but they are invaluable in giving the pupil those necessary tools of composition, vocabulary and style. Such exercises, however, are usually irksome to the pupil who naturally has a desire for self-expression. Following the dictates

of modern thought in education, that a child learns form, not as a thing apart in itself but as a necessary and convenient mode of expressing his thoughts, original exercises have become a chief part of the composition work. In these the pupil embodies all he has learned from the study of literary models, and from the more formal instruction in the making of sentences and the mechanics of writing.

The recognition that language serves a distinctly social purpose has transformed the requirement in composition. The grammar grade pupil is taught that he is not to produce long essays on some abstract subject which he nor any one else ever wishes to hear, rather his exercises should be something which he has found interesting in his daily life. The choice of subjects for composition work is limited only by the child's experience and his power of comprehension. He talks and writes of what has appealed to him, and the teacher should skillfully correlate his language expression with his observation work in his nature study and geography with his cultural work in history and literature.

Letter-writing is an excellent form of composition, in order to call out naturally the personal qualities of the child. The boy or girl may sometimes ask: "What's the use of writing themes or essays? But the letter is going to play a part in his life. The demand upon the elementary schools is that all the pupils shall be taught to write a well-balanced and sensible letter, perfect in mechanical form.

The fourth and last element to be considered in the study of language in the elementary school is grammar. Among the many unsettled questions connected with the study of English, none is more unsettled than the place formal grammar shall have in our school curriculum. Much has been said against the teaching of formal grammar, even in the upper grammar grades. It has become the conviction in the mind of many thoughtful teachers and others that English grammar as taught in the schools is failing to accomplish its avowed end, namely, to teach the art of speaking and writing the language with propriety. There is now an attempt to break loose from the shackles of our technical grammar; to strip it of its fruitless formalism and to introduce merely the constructive element. That desire to dissect, to analyze and to run down to its remotest ancestry the history of a word or construction has little or no place in dealing with the adolescent boy or girl who is yearning to express the new experiences of life that are his by nature's law at the threshold of his high school career. Why stretch these new aspirations and newly developed interest on the rack of formal grammar? It is reasonable to expect that the elements, not the intricacies, of grammar should be well taught before the pupil enters high school. He should readily understand the ordinary construction, and consequently have little difficulty with the work in composition.

Mr. Francis Hoyt made an original, scientific investigation of the place of grammar in the elementary curriculum. His general conclusions were that grammar should not be taught as a separate subject in the elementary grades, at least below the eighth grade; that only such grammatical facts and principles be taught in this grade as have a direct bearing upon the use of language for expression and for interpreting thought. If the work of grammar is vitally associated with composition, it seems perfectly possible to give all the formal grammar needed in the second half of the year before the pupil enters high school. If careful attention has been given in grades below the eighth to capitalization and punctuation; if the parts of speech have been thoroughly taught; if simple, compound and complex sentences are understood; and if it is emphasized that the sentence and paragraph are units of expression; that which is generally called technical grammar may be easily finished in the latter part of the eighth year. Only those parts of grammar and of the theory of composition which have an actual value in enabling the children to read, speak and write better should be taught, and these only.

After discussing the foregoing essentials, I would say that every elementary school must undertake whatever will give the greatest return to the pupil in ability to express himself in English which is unaffected and effective. Several states have been attempting to settle upon the minimum essentials in various school subjects, including English. They have suggested that children at the age of thirteen or fourteen should be able: To express clearly and consecutively, in speech or writing, such ideas as are entirely familiar to them. To avoid, both in speech and in writing, gross incorrectness of grammar. To compose a letter, using a form acceptable for general purposes. To spell the vocabulary which they commonly write. To read silently and after one reading to reproduce the substance of the story, news item or lesson. To read aloud readily and intelligently items from the newspaper, lessons from the text-book, or such literature as is adapted to the child's ability.

For measuring ability in composition (such a scale is the Harvard Newton scale) worked out jointly by the English in the

upper elementary grades and high school seems a minimum essential in that it is a means of substituting science for sentiment, and facts for opinion on the question of what elementary schools could do and what high schools should do for the pupil. Another and a final minimum essential is a broader sympathy on the part of the high school teacher for the peculiar problems that face the teacher in the elementary grades, and a greater willingness to believe that much of the ground that she now deems her duty to cover has been reasonably well covered before the pupil reaches the high school. Indeed, we are coming to think that most of our pupils in the elementary and high schools know much more English than we credit them with, and they look with disgust at much of the marking time that meets them at the threshold of the high school.

Professor A. LeRoy Lightner, of the Reading Boys' High School, followed in a paper on the

PLACE OF GRAMMAR IN THE HIGH SCHOOL.

In order to determine with any degree of certainty the proper place English Grammar should hold in the high school curriculum, we must, it seems to me, examine into at least three phases of the subject. We must arrive at a common understanding of the nature and purpose of the study; we must scrutinize carefully the work of the elementary grades in this subject; and we must realize the very close and vital relation of grammar to the whole body of the English course.

Teachers of English are so prone to speak of the difficulty of teaching grammar. Do they always stop to think that the very nature of the science makes it difficult for most students to comprehend? Combining, as it does, the most abstract reasoning with a continual tax upon the memory, and taught so often to beginners by persons of small vision and limited training who fail to make clear the real significance of the work, it is small wonder that it seems to most students not the means of preparation for a larger field of mental activity, but an end in itself, and a purposeless one at that.

If I may risk a definition, let me say that grammar should mean merely the science of the relation of words in sentences, and of the forms required by those relations. It is evident that, while the forms may be learned apart by the mere exercise of memory, only by the exercise of reason or judgment can the student determine the relation of words, which is the relation of ideas. How can we expect wonderful results in this work from those whose mental powers have not been quickened by home training, stimulated by their everyday activities, and cultivated by their general schooling? Yet grammar can be made intensely interesting and intensely practical, so that it often proves to be the needed awakening touch to a mentality previously dormant.

I have not made an exhaustive study of the methods of teaching grammar in the grades, but must judge such work by the results shown in the case of high school freshmen. I think we are all agreed that students coming up from the grammar grades do not know English grammar as they should. I refer now not so much to the matter they have learned as to the manner in which they are able to use this knowledge. Do we demand or expect too much? Is the solution to be found in making the grade work a memory-drill and the high school work analytical? I think not. The logical side of grammar should be emphasized from the very beginning.

Don't we find students whose minds are confused with a multiplicity of technical terms, of definitions, and of rules? Don't they, parrot-like, rattle off long strings of unessentials or obsolete forms? Why should they memorize, "thou art," or "thou wast," and say in ordinary conversation "you was?" Why learn the plural of "matrix" or the feminine form of "administrator" and be ignorant of the plural of "valley" or "roof?" Why try to make academic distinctions between "shall" and "will," and say "he done" or "I laid down?" Why learn of reciprocal and distributive pronouns and say "between you and I?" Why rattle off positive comparative, and superlative forms of adjectives, and then say "New York is larger than any city in the United States," or "New York is the largest of any city in the United States?"

If there is any special duty for high school teachers of English to perform, it seems to me to be right here. We must set the student right, give him a new view of the purpose of grammar, make the work very simple, and, above all, very practical.

Although I believe that the best results are to be obtained by making grammar an important part of every English exercise, I think it should be reviewed as a separate study for a few weeks, say four to six, at the beginning of each high school year. In my opinion no text-books should be used in this work. Emphasis should be laid upon such essentials as common noun, pronoun, and verb forms, and the relations of these parts of speech. Such additional work should be done as may be necessary to get a convenient working terminology for advanced work. I am a firm believer in what I am pleased to call constructive analysis.

For instance, when I wish to impress upon students the principle of the agreement of relative pronoun and antecedent, I set such tasks as, "Frame a sentence containing a relative pronoun in the objective case with a plural antecedent in the nominative case, the sentence to be limited in meaning to something within the classroom."

I believe that note-book work can be done very profitably in this review work, as well as in all the English work. The note-book should contain anything in the line of spelling, grammar, etymology, quotation, criticism or comment, suited to each student's individual needs.

Work in English grammar should be correlated with the study of the grammar of foreign languages. Then, just as in the study of foreign classics, grammar should be made a part of literature study. It should fit in with our rhetoric, and be constantly brought into our composition work.

I would plead especially for coördination and close supervision of all English work through our public schools; for a simplification of the grammar, a uniform terminology, an adaptation of the work to the practical. May we have teachers who see grammar in its larger meaning, and who would compel students to see it so!

Students of high school age can be brought to appreciate the miracle of language as the means of expressing and communicating thought. They can be taught to have a proper regard for the marvelous story of the evolution of our own mother-tongue. When we all come to realize that the English course is the great central structure of the university of learning, and that the grammar is the foundation upon which it rests, and the framework that gives it form, strength and stability, then and not till then will English grammar assume its proper place of importance and usefulness in our public school system.

The Results Accomplished in English in the Elementary and High Schools as seen by the Normal Schools was the subject of the next paper which was read by Prof. Charles A. Ayres, of the Philadelphia School of Pedagogy.

Miss Sylvia Hall, of the high school of Warren, followed on the

OUTSIDE READING OF HIGH SCHOOL PUPILS.

In considering the subject of the Outside Reading of High School pupils, I have found it advisable at the very outset to group the pupils themselves into four classes: First, those whose reading has been wisely guided from childhood; second, those who are omnivorous readers of all that comes within their reach, whether wholesome or harmful; third, those who read only that which is highly emotional or stimulative; and, fourth, those who do no reading at all outside of school. Of these classes the last two constitute the problem with which I wish to deal.

Probably every teacher of English composition is familiar with the pupil who declares that he never does any reading outside of school. Almost invariably it has been found to be this same boy who, when asked to write a composition, complains that he doesn't know anything to write about. On the other hand, there is the young person of Class III, whose desultory reading, entirely unguided, has been mainly of the sickly, sentimental love-story variety or the thrilling tale of impossible adventure. Such a pupil is almost as difficult as the former, for although he has ideas, they soar far beyond his reach, affording him little help in the expression of what in comparison seem to him commonplace experiences.

Believing that for most teachers of English these two classes of pupils constitute a real difficulty, I intend to devote the greater part of this talk to an account of my own experience in trying to direct the outside reading of high school pupils.

When I first took up the work of teaching elementary composition in the high school I was astonished to find how really few of the pupils had library cards or had any inclination to get them; how many; on the other hand there were, those who while they gave assurance of having drawn books from the library, had not the remotest acquaintance with even the simplest and most tempting tales of Dickens, Scott, Stevenson, Kipling, or even our own Mark Twain, Cooper or Alcott.

It seemed to me that such a deplorable state of affairs ought not to go on. I could not reconcile myself to the thought that perhaps the only acquaintance some of the pupils would ever have with respectable literature would be obtained from the necessarily slight amount read in class. Then and there I determined that, willingly or unwillingly, the pupils should become familiar with an abundance of the best that the printed page could give them.

At first various methods were tried to induce the pupils to read. Extra credits were offered; a literary club was formed; often the entire recitation period was devoted to discussion—all to little avail. Those who had already shown a reading tendency responded nobly, even neglecting their daily school tasks to comply with what they evidently thought was a hobby of mine, and believing that their response would be pleasing to me personally. Those whom I had hoped to reach slid easily out of my grasp.

Little did they care for additional credits, less for literary societies, and least of all for the whims of the new teacher.

At last it seemed that the only feasible plan was, not to beg or cajole, but to demand of the English classes the reading of a specified number of books outside of school, and the reporting upon them within definite intervals of time. While I am willing to admit that other plans may be better, still I believe that in our schools this method has been fairly successful. The librarian has professed herself much pleased with the increased interest in books, and the pupils have on the whole acknowledged that they have been benefited.

Of course, at the mere suggestion of such an innovation there arose a storm of protest from the persons most concerned and, in a few instances, from their parents. The most rabid objection was to the effect that the pupils were already overburdened with their composition work; that, in looking up references, and obtaining material for debates, they were required to do all the reading for which they had time. To my patient explanation that the supplementary reading was for leisure moments, came the rather surprising rejoinder that the pupils had no leisure moments; that the time outside of school, when not devoted to the performance of school tasks, was employed in assisting with the house or farm work, in going on errands, in practising music, or in many instances in working for others; that the short time remaining was needed for recreation. All these excuses sounded valid enough and might have been taken more seriously had it not been known that the pupils who most needed to be reached by the influence of good books were the ones least troubled by home duties or school activities. It was patent to the ordinary observer that our boys had plenty of leisure for frequenting billiard parlors and loafing in front of public buildings; that our girls consumed a vast amount of nervous energy in strolling up and down the streets past these same public buildings; that boys and girls together patronized liberally the soda fountain and the moving picture show; that roller-skating and dancing parties, and not hard studying, kept the pupils up late of nights and sent them to school the following day with tired bodies and limp minds; that, in short, the same parents who protested loudly against the overworking of their sons and daughters permitted without protest indulgence in unlimited social distractions much more devitalizing and exhausting than a good book quietly read at home could ever pretend to be.

When, in spite of opposition, the outside reading became an established requirement a fresh difficulty presented itself, that of distinguishing between the few who had read widely and the many who had read next to nothing. At first, it seemed best not to discriminate too nicely, but to lead those who had had a broader experience in reading to seek acquaintance with authors who required more arduous attention than those whom the best of the class were cultivating; to put them as it were into an advanced readers' class. Another problem was that of dealing with the painstaking plodders who had difficulty in getting one book read once a month. These were encouraged by being permitted to select the shortest books on the list. Those to whom the notion of reading anything was repellent were enticed with the simplest of narratives, that they might be led to see that reading did not need to be a hardship, and that, merely because the books were on the reading list approved by the schools, they were not, of necessity, dry.

As the pupils became gradually accustomed to the exaction, it became possible to grade the books, relegating to the Freshmen, the lighter juvenile type of literature with, of course, a great freedom of choice for those who were already book-lovers, and requiring of the seniors advanced and serious reading of a more truly literary character. Soon after this process of grading the books of each list were grouped under History, Fiction, Essay, and Poetry from each of which two works were to be selected by every pupil, to be read during the school year.

In the beginning it was found advisable to have the classes receive instruction in the use of the library. It was astonishing to find how many frequenters of the library were absolutely dependent upon the librarian. Obviously, the most immediate necessity was to teach the pupils the use of the card catalogue, the arrangement of the stacks, the methods of classification, and the availability of such aids as the indexes, reference books, and encyclopedias. At first all High School pupils, after that all Freshmen attended the Library Class.

But while this forcible feeding of the mind has sent pupils to the library, and has in a few instances been instrumental in forming what librarians like to call the library habit, it has not altogether revolutionized former conditions. We still have with us the shirker who, regardless of his own needs or reading experience, selects the shortest and simplest books on the list; then there are those who on the eve of the day on which book reports are due, read hastily and superficially enough of the book for an equally superficial summary. There are again the pupils who, having reported

on a book, duly dismiss it from their minds with much the same irresponsibility as that with which they proceed to forget, after a test, all information previously crammed into their giddy little heads. I recall with some amusement my chagrin one day in literature class when, having noticed on the face of an intelligent girl a look of pleasure at my mention of Bellamy's "Looking Backward," I said, encouragingly, "You've read the book, I see, Mildred. Won't you tell us about it?" "Oh," she replied hastily, "I don't remember anything about it; I read it for supplementary reading."

One of the most irritating persons to deal with is the victim who, drugged with an overdose of Harold McGrath or Robert Chambers, complains that there is nothing interesting on the reading list. An almost ludicrously guilty look crept over the face of a girl whom I surprised in the act of selecting from the stacks one of the most startlingly vicious books of a sensational writer of the present day. "I've just finished my supplementary reading," the culprit apologized, "and now I'm going to relax."

There is always the pupil who, desirous to please, selects the most abstruse essay of the most recondite author, only to come at the end of the month with the appealing plea that he may be excused from reporting on his book until he has made a more labored examination of its contents. Others seem to take great pride in finding, by comparing notes, that they have read the longest books on the list. These instances serve to show in how many ways the required reading has fallen short of its intent.

Many comments, on the other hand, have been very encouraging. "I liked Rob Roy," said one young woman. "It's the first book of Scott's that I've ever read. Could I read another for my next report?" Only last week a young man in the senior class asked if for one of the essays on the list he might substitute Malthus' "Theory of the Relation of the Population to the Means of Subsistence." "What is your interest in the book?" I queried. "Well," he said, "this war got me stirred up over the question of supply and demand, and I thought that, as I had to read an essay anyway, I might read something on that subject."

Another senior, strangely enough, became so enthusiastic over Emerson's "Self Reliance" that he used the theme as a basis for his commencement essay. Several pupils have asked if I should object to their reading some of the books in the summer when they might read more carefully, while others have desired me to select books that they might read after leaving school.

Some of the books on the list have been very popular; others are rarely chosen. Poetry, unless in dramatic or ballad form, has been read reluctantly. Of the poets, Shakespeare, Longfellow, and Tennyson have been the favorites. Many pupils read for the first time "The Courtship of Miles Standish." They pronounced it "fine."

Interest in history, too, was slow in developing, possibly because the boys and girls were accustomed to regard it as something read not for pleasure but purely for instruction. Through Scott's "Kenilworth," Muhlbach's "Empress Josephine," and Kingsley's "Hypatia," a taste for the historical has been stimulated. Biographies, especially of such women as Florence Nightingale, Frances Willard and Helen Keller have been immensely popular with the girls, while to the boys Franklin, Lincoln and Roosevelt have made a distinct appeal. The pupils' eagerness to obtain copies of Stoddard's Travel lectures has shown that books of this nature are far from distasteful to the young reader.

One of the reasons, it seems to me, why some of the books on the supplementary reading lists have seemed less interesting than the books of cheap adventure or sentiment is that their outward form is much less attractive. It is unfortunate that so much of the literature of standard value should be printed in close set type on thin paper, and bound in text-book form or some other dull cover. I wondered why no one chose Reade's charming story, "The Cloister and the Hearth," until I discovered that the only copy in our library was a quarto edition with the page printed in the old style double column, and in very fine print—the cover a dull brown board, very stiff. If the same book were illustrated, printed in clear attractive type, and bound with a gay cover, the boys and girls would scramble for its possession. As it is, the book has never yet been used by the school and, I believe, the librarian has little fear of its being stolen, or even worn out. Unfortunately, in the minds of the pupils that book will always be associated with its unattractive cover.

So much for what has been done under the guidance of the school. The next question of importance is, "What sort of reading will the pupils do after they leave school?" "Has the required reading given them a distaste for good literature?" "Will they, if left to themselves, experience a reaction or will they, with the wide freedom of choice, have learned to discriminate?"

One of the greatest difficulties is that the influence of the right sort may have come too late—that the habits of careless or of vicious reading, or even of no reading at

all may have become so fixed before the pupil reaches the high school, that once released from supervision he will easily slide back into the old grooves.

I feel that much more could be done to resist the evil influence of the cheap, noxious printed matter that flaunts itself temptingly everywhere, if the system of supplementary reading could be begun in the grades, even at the time when the child first becomes an independent reader. The reading might be, at first, only of fairy stories; gradually the nature myths could be worked in, then books of travel and well chosen fiction, and so through a graded course until the habit of good reading would be rooted firmly. Some one has compared the mind of a child to a garden; the soil must be prepared to receive good seed, and the tares must be uprooted as fast as they appear. To attempt to pull up the weeds that have grown there for years is a very difficult task, and the flowers in that type of garden can never be so beautiful nor so secure from being choked by the weeds of evil thought.

One of the most potent poisons of the mind is the easily reached supply of feverish and evil reading. The child if left to himself seldom has the wish nor the power to discriminate. All that he has is a book hunger. He wants his reading to be emotional and exciting. If good books are not provided, he will subsist on trash. If, however, the constructive influences of wholesome literature have been brought to bear in early years, if the child has been taught through the simpler works, to love great authors, there will be within him a powerful antitoxin for the contagion of the suggestions in the thrilling tale of impossible adventure, or the enervating, exaggerated love story. Such a story will no longer seem plausible; his cultured taste will demand better things.

Such a desirable state of affairs however is not the result of chance; nor can the home be depended upon for its achievement. Few parents know what their children are reading; fewer still have the patience, or desire, or could compel their children if they would, to read good books. Many are themselves readers of only the most vapid sentiment. Some think reading a waste of time. There is on record the story of the parent who upon being approached by a book agent said, "I can't read." "But," persisted the agent, "you have a daughter, haven't you? Buy the book for her." "Oh," said the father conclusively, "she *has a book*."

If then the home influence can not be relied upon; if the pupil's own judgment has been found insufficient; if after he leaves school he will find little time or inclination or, perhaps we might say motive, for reading; and if we recognize the great and lasting influence that books both good and bad have upon the character, especially in the formative period of youth, we must agree with the theory of a prominent librarian that when our schools teach pupils how to read, they may be doing them a lasting injury unless they also teach them what to read. So long as our pupils are allowed free access to the public library without direction as to choice, either by parent, teacher or librarian, we can look for no good results.

Prof. A. E. Kraybill, Supervising Principal, Munhall, then discussed the "Essentials in Teaching Literature."

The last paper of the morning was by Prof. O. W. Hedges of the Erie High School on

ESSENTIALS IN TEACHING ENGLISH COMPOSITION.

"Don't spoil your youth," is a sentence involving a most important essential in the teaching of English composition. And this noble sentiment was uttered a few years ago by the well-known Prof. Child, of Harvard University, in friendly advice to Prof. William Lyon Phelps, then an instructor in English in the same institution. Prof. Phelps was a teacher of English composition and a reader of themes of which he read and marked over seven hundred a week. The details of this drudgery he has told us in his most readable little book entitled Teaching in School and College. "Whenever I entered my room" he remark "I was greeted by a huge pile of themes on the table, awaiting my attention. I read very few books the whole year—there was no time. I never went to bed before midnight. If I were sick for two or three days, a substitute had to be found, for it was only by steady daily reading that I could keep pace with the manuscripts pouring in like a flood, threatening to engulf me every day. And the curious thing is that I then believed in the efficacy of the brain-fagging system. I said to myself: 'This is worse than coal-heaving. This is nerve-destroying, a torture to soul and body. But it is necessary. Some one must do it. Why not I? But not I any longer.'" Prof. Phelps did quit the system and went to Yale, where different work was required. And his objection is one which all of us teachers of English composition have to face.

Of course, there is no work but has its period of drudgery, and a certain amount is to be expected in all lines of activity. But the teaching of English Composition

seems to have more than its share, not only according to the teachers of the noble art itself but teachers and the public in general. Not infrequently does one hear contemptuous pity from the lips of teachers and laymen, who, according to themselves, have exhibited their superior insight by avoiding such an uninspiring calling with its little demand for real ability and genius. With such people I do not agree in the statement that a low order of genius is required, for to my mind there is need of a very high order of genius to overcome the very real difficulties of much labor in theme-correcting and in inspiring pupils to the creative impulse.

But let us make the work interesting to ourselves first, and then to our pupils—for this is in reality the proper order. Moreover, the teaching of English above all other subjects demands a teacher with an interesting personality. Such a teacher ought to be the highest type of artist, and with his winning personality should have the broadest outlook in all fields of activity. He ought also to have such an intense love of the written and spoken word that not only will his energies have an outlet in his oral work of exposition daily in his class, but that he himself will be alive to creative composition by writing for magazines and turning out a novel now and then. Let us have more men like Henry Van Dyke, William Vaughn Moody, and James Lane Allen teaching English. In fact, the high school teacher has more time for this work than the college professor with the incessant demands made upon him for research. And although the writer is not always the teacher, yet my ideal teacher of English would be the kindly, sympathetic writer with great breadth of view who would spend his vacations not in enforced idleness, but in dignifying his great art with which he has connected his life. Additional monetary rewards from such sources as I have just alluded to, would take away much of the widely prevalent self-pity due to present scanty emoluments. And in case his work should not be accepted by publishers, he could put the same energy into the artistic oral expression so much needed by the teacher of English in the class room. And should he fail in this particular too, he is indeed to be pitied and may well question whether he has chosen the right sphere of activity for himself.

With an interesting personality to start, the teacher of English should endeavor to keep this priceless endowment and not let it depart with the ever-increasing burden of theme-grading and the many petty annoyances of school life. And to do this he should endeavor to do almost all of his theme criticism and other routine duties during the regular school period of the day. Then with a light heart he may leave the school building to pursue his own desires in the evening time with his creative work and delightful reading in the realms of literature and life. The result will be life, not death, and with invigorated spirit he will come to the work of a new day emanating real inspiration.

But to enjoy this outside freedom the teacher of English is confronted with a huge task. Like the dramatist he must make great use of concentration and compactness to accomplish certain most important results within a comparatively short space of time. Economy and efficiency should be his slogan. But to do this he must use all the originality at his command to get the necessary work done, and must borrow all the successful methods he can from others. This however is just where very many teachers fail, for they neither try to originate methods of their own to meet the situation, nor do they read up on the successful methods of others; and far too many require scarcely any composition at all. So with drudgery on the one hand and criminal neglect on the other, it may not be out of place to suggest here a few methods for the doing of this work almost entirely in the class room.

In the first place I quite agree with Supt. Schaeffer that more oral work should be done in the class room. Let us have more debating in class, more talks on current events. With the aid of the victrola more oral discourse on musical composers and compositions ought also to be required. Then there should be abundant criticism of these talks by other members of the class.

In the second place, the number of themes will be cut down if more themes are rewritten. And in this connection it is interesting to note a recent report of Prof. Sophie Hart, of Wellesley College, which contains the following: "The committee urges an increase in the rewriting of themes. Students should, as they advance, be taught to expect to rewrite from 60 to 70 per cent. of their themes." One of my own regrets that I used to have both as a high school and college student was that I did not have time to turn out a more finished product. And in an art this should be of greatest concern, for what is art without polish and symmetry. Diction especially is woefully neglected by teachers of English, and they can not too early begin emphasizing the great need of a rich and expressive diction for their pupils. In

studying a prose classic, for instance, not only should the teacher require the pupil to know precisely the meaning of new and expressive words as he meets them in his reading, but the pupil should be compelled to use as many as possible in his themes alternating with the reading. Hence my next point.

In the third place, the work of outside correction will be further lessened if Prof. Phelps' dictum of "learning to write by reading rather than by excessive writing" be put into practice. This will involve an interesting and profitable study of diction and sentence construction on the part of pupil and teacher and will require wise and knowing direction. It will mean a closer study of the prose classics for even such matters as punctuation. It will mean more, however, than questions on the meaning of words impracticable for use by the average though cultured writer, for indeed in some quarters certain teachers proceed in the instruction in English literature as if culture consisted in knowing as many strange and unusable words as possible.

In the fourth place, if more time be put on the thought of the composition and in a discussion of the subject-matter, the number of themes will also be cut down. Indeed in a recent report Prof. Hart of Cornell University remarks: "Our Cornell experience is that the most difficult thing to overcome is lack of thought. Many of our freshmen seem to think that anything patched up in grammatical shape will pass for writing. I urge school teachers to train their pupils to *think*; especially to prepare outlines of compositions before writing the composition."

In the fifth place, to secure economy and yet efficiency, I shall mention a method which I have found very serviceable in my own work. This is one many of you doubtless have already used with more or less satisfaction. I refer to the grading of the pupils' themes in class by the teacher. According to this method two days of each week are spent in the oral reading of themes by the writers in the class with the criticism and marking of the teacher immediately following. As many as eight one and two-page themes may be read and criticized in a recitation period with time to spare for specimen sentences to be put on the board and discussed either for good or bad qualities. Of course, in the two days only half of the themes of the average class will have been read, and so the remaining ones are left for two days of the following week to receive similar treatment. The remaining three days of each week are spent in the study of some text, either the text-book of composition or some English classic. According to this method the daily assignments for a week in advance should be given so that for three of the four days of composition, when certain groups of students are not busy with writing themes, they may be profitably employed. The interest of pupils whose themes are not to be read on certain days is further secured by giving a test at certain intervals on constructions and rules explained by the instructor in connection with the reading and criticism of the themes each day.

This method requires great concentration on the part of the teacher, for he has but a brief space of time in which to grade each theme. But after a while he becomes very proficient and accomplishes remarkable results in the short class period. Of course a theme a week would be better for the pupil, but because of present crowded conditions in our classes that is impossible if all the themes be graded in class. If each school would employ more teachers to teach English and the classes were limited to fifteen students, we might have a theme a week very well, according to the grading scheme just mentioned. But since such an ideal condition is not looked for in the near future, we must try to meet the situation of crowded classes as best we can. And according to my own experience the method just mentioned secures the best results for both pupil and teacher. It takes up a few more days of the week perhaps, but although slow it is nevertheless sure and much better than many of the makeshift methods frequently employed. And of these let me now mention one which a few teachers have used with success. I refer to the method of class criticism.

This method too has as one of its main objects the accomplishing of as much work as possible in the reading and grading of compositions during the class hours of the day. According to this method themes are written either in or outside of class and are criticized and marked by the pupils in the class room. The pupils exchange papers and mark them in accordance with questions and directions put on the board by the instructor. In my own experience there are two main objections to this method. One is that a pupil is inclined to mark unfairly the paper of another if he knows the writer. The second objection is that many pupils are not competent critics. So to succeed in this method these objections must be eliminated. The first I have met by asking pupils to put signs or numbers on their papers instead of their names, thus concealing their identity. The second I try to meet by establishing a school for critics by the method previously

mentioned, in which I have already referred to the occasional tests on the rules and sentences placed on the board by the teacher. But on the whole the method of class criticism when used alone is rather unsatisfactory, for to obtain accurate grading the teacher must really go over all the papers after the pupils have finished their criticisms.

Both of these methods mentioned really presuppose short compositions or those of medium length. And in fact compositions of such length should make up the main bulk of the composition done in high school. Of course, every three months there ought to be a rather long narration, exposition, or argumentation to test the pupil's power of managing more complex structure and minute treatment as is usually required in longer compositions. It is a mistake to require many lengthy productions, as do some teachers who neglect, at a time when they should be given, the fundamental principles of sentence structure, expressive diction, and other technicalities of writing which can be taught to best advantage in the short theme without the burden of long and involved thought. Indeed, as seen through the eyes of the business world as well as those of the college professor, the essentials of composition for the high school graduate consist fundamentally of correct spelling, punctuating, paragraphing, correct structure of sentences, logical outlining of thought, and the development of such in a clear simple style with a heap of common sense in the body of the production. In fact, the business man and the teacher of Freshmen English at college demand very much the same thing. The business man demands good grammar and the vigorous practical use of English in the form of letters and other common instruments of expression. Certain college presidents have found so many students deficient in the principles and art of letter-writing that they have imposed a special task on the teachers of Freshmen English of giving endless instruction in this subject. This of course ought to have been given in the high school, and much emphasis placed on it in the first years of high school, where a right impression would have been lasting.

High school is the place where most of the composition should be taught and not the college. College is the place for the higher forms of literary expression, and with the growing tendency for the high school to do the first two years of college work there will be an increasing demand for the high school to offer instruction in much of what is college composition to-day particularly since the first two years of college English are given almost entirely at present to work in mere technicalities and elementary principles of writing. So instead of the high school offering in its last year a cultural course in English literature alone, as is so frequently the case, there must be a wisely combined course of literature and composition with strong emphasis on the fundamental principles of English grammar, and on practical written English in general. Then if English teachers will only consider more what the world and the college expect of them and by methods of efficient economy direct their energies to this end, having a more definite English product in mind, what is expected of the English teacher and high school will surely be better realized in the future than it has been in the past.

May we also have a loftier attitude toward our work. Then our lives will have more inspiration, and other lives will feel a new impulse toward the accomplishment of truly wonderful achievements in the realm of the creative, which is indeed the most wonderful of all realms, as Prof. Genung remarks in the following words: "A crude school-boy thesis gives its writer a place, albeit humble, among the world's makers, its Shakespeares, and Bacons." And in conclusion I give the same sentiment as expressed by Prof. Wendell: "He who scrawls ribaldry, just as truly as he who writes for all time, does the most wonderful of things,—gives a material body to some reality which till that moment was immaterial; executes, all unconscious of the power for which divine is none too grand a word, a lasting act of creative imagination."

Mrs. Peat, of the Johnstown High School, inquired of Mr. Ayres as to the method he used in distinguishing among students who differ in sensibility, Mr. Ayres having said in his paper that unartistic pupils should not be taught literature and art. Mrs. Peat stated that it was her conviction that all pupils could be brought to some realization of what art means, however materialistic they might seem to be. Mr. Ayres said he judged by facial expression, and offered to pick out among the teachers present those who had artistic temperaments. Restriction of time compelled him, however, to abandon the interesting attempt.

Mr. Lightner commenting on the question as to whether, in writing descriptions of famous paintings, pupils should concentrate on the form of composition or the thoughts awakened by the subject, was of opinion that the latter should predominate.

The officers elected for next year were: President, Miss Mabel Mulock, Altoona; Vice President, Miss Sylvia Ball, Warren; Secretary, Mr. Roscoe A. Bowman, Steelton.

CLASSICAL SECTION.

THE Classical Section of the High School Department, was called to order by the chairman, Miss M. Katherine McNiff, of the Harrisburg Central High School.

Miss McNiff announced the death of the Secretary, Miss Martha C. Thatcher of Williamsport, and expressed appreciation of her fine taste, her remarkable ability and her noble character.

Miss Minta Fulton, of Reading, was appointed to record the minutes of the present meeting, and has sent the same for publication.

"The Teacher of the Classics and Modern Educational Tendencies" was the title of a paper by Miss Anna Petty, of the Allegheny High School.

Dr. Mervin G. Filler, of Dickinson College, Carlisle, made an address entitled "A Protest—and a Program," as follows:

A PROTEST AND A PROGRAM.

Ours is an age of change and nowhere is this craving after the novel and the bizarre more strikingly manifest than in the present-day attitude toward education. With no definite harm ahead our educational craft are too often drifting about with no firm hand at the tiller, but swinging to this side or that as the flapping sails catch the breeze of every passing whim.

This unrest casts into the same melting pot alike the time-honored tradition and practice and the new aims and desires fostered by modern industrial conditions; but that the ultimate outcome will make for progress can scarcely be doubted by those of us who cling to our faith in democracy and human progress. However, a heavy burden is laid upon those who by training and taste are aligned with the defenders of the old, and with these we all group teachers of the classics. We must be content many times to face the charge that we are "old fogies," blindly and selfishly opposed to all progress. For confidence in the righteousness of his cause and contempt of his conservative opponents' shortsightedness have marked the radical and the innovator from the dawn of history. It is sometimes so easy, in the educational field as elsewhere, to confuse mere loudness with depth; and the very vehemence of the cry, "Ring out the old, ring in the new," frequently is a cloak to conceal paucity of idea and confusion of purpose.

But if we are to accept the defensive, to await in our trenches the enemies' assaults—many of them foolish, but supported by the heavy artillery of appeals for utility so-called, for vocational training, and all the "isms" of educational faddists—ordinary prudence suggests that we look to our defenses. Have we searched out the exposed points in our lines and strengthened them as we may? Are we willing to retreat to a second line of defence if considerations of sound strategy demand it? Are we adapting and using, so far as they are serviceable, the modern weapons forged by empirical psychology? That we have many times been guilty in this regard, alike in high school and college, no one will deny. And a consideration of present practice with a view to detecting some of our own weaknesses may prove more profitable than to inveigh against the mistakes of those who do not think with us.

Again and again has the principle been laid down that the high school Latin course should have a definite objective apart from preparing a very small minority for college, that the interests of the nineteen who do not go to college are not to be sacrificed to prepare one to meet the arbitrary demands of a college. And we all pay this principle the homage of lip-service. But despite all our protestations, the dead hand of the college entrance requirements and examination is laid upon the high school work. I am fully aware that educational theorizers will display in denying this a fervor worthy of a nobler cause. But all too often have teachers who had once been my pupils, and others as well, appealed to me in their sore dilemma. The ground to be covered in the first year was too extensive for the "submerged half" of the class. Caesar was too difficult or lacking in interest, the argument in some of Cicero's Orations was beyond the grasp of their pupils, etc. And not the problems presented but the attitude of mind shown by these inquirers has been of interest to me. For in most cases the paramount consideration seems to be the satisfaction of the college entrance requirements, not the greatest good of the greatest number.

But the difficulty does not end here. The Latin teacher in these latter days has a much more complex problem to solve. Practically all high schools now allow pupils in regular courses to drop Latin with Caesar or with Cicero, and investigation reveals the fact that more students are actually entering college with two or three units of Latin than with the four units prescribed by the old classical course.

How reconcile these warring interests? The ideal course will be of the maximum value to the boy who takes two years of Latin, and to the girl who does not continue into Vergil, at the same time that it inspires and prepares those who have talent and opportunity for advanced work in college. I am not so rash as to hint that I have any such ideal course. But for many years the conviction has been gathering force in my mind that we teachers of Latin are not entirely without responsibility for the revolt against Greek and Latin.

In the few minutes alloted to this paper let us briefly consider the current practice in the light of this ideal of securing the greatest good for all the various groups now studying Latin in our high schools.

And first as to the content of the Latin read. Here I am bold to say what has been said many times before but with little effect, that the second year with its exaggerated emphasis on Cæsar is the weakest link in our chain. Even in the old days when pupils who entered upon the study of Latin were all expected to continue it for several years, it seems

to me to have been a serious mistake. Now when we know that at least one-half of those who start will drop out at the end of the second lap, it is nothing but ludicrous to limit the reading to a few pages of a detailed report of the strategy, the successes and the failures, no matter how splendidly retrieved the failures, how complete the successes, how brilliant the strategy, of a military governor fighting and conquering on the confines of the Empire. True, these victories are of surpassing importance to the thoughtful student of the heritage left by the Romans. But how little of that does the child get with his attention focused on ablatives, subjunctives, and indirect discourse! And how absurd to limit the boy's outlook in one of the great literatures of the world and a millenium of national history to the military doings of eight—no, four—years in a corner of the Empire. Compare with this the possibilities contained in a study of Nepos' much despised biographies, not to speak of other available material.

But this is by no means all. The vocabulary to be mastered in the first year is not to be chosen primarily for its value in suggesting the relation of English to Latin, nor to show the immature mind that these old worthies were actually flesh and blood, men of like passions as ourselves, but we must use the vocabulary of this same Caesar with its over-emphasis of telum, scutum, pilum. The shade of the mghty Caesar, though it be in the depths of Tartarus, must experience some little relief as he smiles, if Roman shades do smile, over the use to which his Commentaries are put.

As regards the work of the third year, I am of those who hold that some of the orations now commonly read are, from the same standpoint of content, poorly chosen. But here there is a variety of material and the thoughtful teacher may be trusted to choose well, if once the principle of choice is established in our practice and theory alike.

Thus far, to avoid confusion, reference has been made only to the content, the subject-matter of Caesar and Cicero. A much more serious indictment can, we believe, be brought against their use in present form on the score of general difficulty. It has long seemed to many of us so illogical as to be ridiculous that the child of fourteen taking its first tottering steps in the mastery of a foreign tongue is given an exhaustive year-long drill in grammar with little or no connected reading, and is then catapulted into political pamphlets and political harangues. Then after two or four years of Latin the lad of sixteen or even eighteen is initiated into the mysteries of French and German with the most solicitous regard for his human frailty. With the minimum of grammar drill and the maximum of effort to place before him the easiest and most interesting stories, he naturally draws the sharpest contrast between his early experiences in Latin and these later ones. And do we wonder at it?

But I shall hurry on to a third practice, which, while not necessarily harmful in itself, is constantly adding to the difficulties of the high school Latin teacher. I refer to the habit, almost universal, of allowing our pupils in our high schools to substitute for Cicero and Vergil one unit in each of two other subjects. Of course, no schoolmaster believes for one moment that four units in three subjects represent the same growth and mastery as four successive units in the same subject. But in high school and college alike we are dangling before the careless student, or the one who needs to make units quickly and easily, the attractive bait of new and elementary courses if his Latin is requiring mental exertion. A principal of a secondary school recently remarked with a laugh how nice it is to have some history and science courses for a boy when it is necessary to make points. I do not mean that all inequality in courses can be removed; it is a necessary evil of any elective system. But it is immoral to put in the path of our high school pupils such a temptation to seek lines of least resistance as is usually involved in the choice between Cicero and Vergil or some course in history, elementary science or domestic science. This is no attempt to argue against these subjects. They are very valuable. But common honesty suggests that, if such courses and advanced courses in Latin and mathematics are to count equally for graduation and college admission, there should be an honest effort to equalize them so far as it is possible. As a matter of fact quite the reverse is true; schools maintain such courses and colleges admit from them, so that there may be a way to speed all, no matter how indifferent, on their road to the coveted diploma. Nor do I mean that all courses should be leveled up to our Latin; it may well be that the organization and aims of a modern American high school demand that we lessen somewhat our minimum requirement in Latin to secure uniformity. Similarly some years ago the principal of the largest high school in the state told me that he uses algebra and beginning Latin to try out his freshmen. This is doubtless quite justifiable, but we do not all kiss the hand that smites us, and these facts should be remembered by those critics who assail Latin because of the pupils' dislike for the subject. Those of us who have for years been writing student programs and dealing with student elections know that comparatively few avow their desire to elect the snap course. They attempt to justify their election by telling you that such and such a course is helpful, good, practical—whatever that word means in education. I have several times seen elective courses that had been very popular become quite the reverse through a change of teachers, not because the course was less helpful, or less interesting, or less practical, but because it was made more difficult. I venture here the assertion that 90 per cent. of the dislike of Latin, so often emphasized by our critics, would vanish in a few years if we lessened our demands so that our courses were markedly easier than the alternative subjects.

Understand me, I am not arguing for such a relaxation, but we Latin teachers should have this fact clearly in mind, and should further by all reasonable means any movement to equalize alternative courses in high school and college, even if the process is a leveling

down from our requirements as well as a leveling up.

The very terms in which my protest has been couched suggest in general what changes I would favor, and to this I now hasten lest I expose myself to the charge of indulging in criticism that is only destructive.

With regard to the Latin read, we may well take a leaf from the experience of our Modern Language friends. After very carefully memorizing the forms the pupil should begin the reading of very easy Latin long before the end of the first year, and no constructions of any complexity should be taken up. Only the commonest uses of the cases, and a few of the subjunctive constructions, such as indirect question, purpose, and result, together with simple, indirect discourses, should engage the pupil's attention.

During the second year the reading of carefully graded easy Latin should continue. Such material, to be found in several readers, would include easy tales and fables, Viri Romæ and Nepos and the last reading of the year might include one of Caesar's campaigns, an invasion of Britain, or selections from Vercingetorix's brilliant effort to free his country, I see no reason for including more Caesar.

In the third year the same plan should be followed. Longer passages, carefully graded selections from prose or poetry, simplified Livy, as in English schools, may be used to lead up to one or two of Cicero's Orations.

The selections should be made so easy that a considerable portion can be read each day—thus to create in the pupil confidence and the exhilaration of mastery. They should present, so far as possible, various aspects of ancient life and thought, and touch the life of the people in such way as will arouse interest in the young reader.

A fairly good supply of such material is already available, and more would be forthcoming to meet any demand. From the above it will be inferred that I would have no objection to the use of "made Latin." I see no force in the argument that only ancient classical Latin should be read, lest forsooth the purity of the pupil's Latin style be sullied. We might with equal reason insist upon only Carlyle, Tennyson and Browning in the third and fourth grades.

The change from year to year in the Latin read, which is thus made possible, would in itself be an advantage, for the enterprising teacher would renew his interest by using new material.

All these passages, wherever it is possible, should be carefully edited to remove periods too involved and complex, and to eliminate rare constructions. When this cannot readily be done the translation should appear in the notes so that the pupil may not become confused by it. But even more depends on the method of presentation, and the grammar should be developed in an orderly, systematic way. We need not make any construction the basis of study merely because it happens to appear in a given assignment. I have already suggested limiting very sharply the syntax of the first year; in the second year more difficult matters of syntax may be taken up in the same way, but the quite difficult constructions should be ignored until the third year. The writing of easy Latin prose carefully formulated to illustrate the various points of formulated syntax as they are studied, will be found useful. Further than this prose composition has little value.

Again, we should never forget that we are dealing with children, and assignments of work should be made much more definite than they usually are. A few years ago a teacher inspecting high schools made the experiment of asking pupils as they went into the class room whether they knew the lesson. He soon found that in mathematics he received definite and confident answers. In Latin the replies were non-committal—"I think so," "Partly," "I don't know."

The helplessness of boys and girls preparing a Latin lesson as soon as they have finished the translation is often pathetic. They know that they will be questioned, but on what? I suppose they should study everything in the passage of the day; but not being able to do this unguided they usually compromise by studying nothing.

Is it not perfectly feasible to inform a class that it will be quizzed in the noun forms, or the verb forms, or the uses of the infinitive, or of the ablative, and by careful unfolding of the syntax in such assigned "topics for study," to avoid the confused jumble of facts which passes for knowledge in many of our pupils?

Do I hear the criticism that such substitution of easier Latin for Caesar and Cicero in part is merely an unconditional surrender to those who would coddle our boys and girls at the expense of all standards? Not at all. Experience will show that pupils so trained come to the end of their third year better prepared for advancement, and they are much less likely to be the victims of the deadening practice of using translations.

Another may object that the program outlined is impossible because it will not satisfy college entrance requirements. I am convinced that this is not the case; that colleges will readily adjust their requirements to secure well-trained students. And most college authorities now admit that their only proper prerogative is to demand that the candidate be prepared to do the college work. It is no proper function of the college to prescribe how that is to be accomplished, whether by reading all Caesar or part Caesar, by reading six or four books of the Æneid. And the recent revision of College Entrance Requirements in Latin is a long step in this direction.

Many have claimed that the teachers of Latin and Greek are the most efficient group of teachers in our high schools. Let us spend less time answering ill-advised criticisms, but by the most careful adaptation of means to end in all our work let us attain unto such efficiency as will continue to merit this meed of praise.

A discussion followed the reading of these papers in which Miss McNiff, Dr. Filler, Miss Petty, Dr. Burchett, Miss White, and Messrs. Frowenfelter, Garneer, Schlegel, Davis and others took part.

At this point a hundred students of the

Harrisburg high school who are studying the classics joined the audience.

Dr. Bessie R. Burchett of the High School for Girls, Philadelphia, presented an interesting and scholarly paper on the subject

GREEK IN THE HIGH SCHOOL CURRICULUM.

There is one problem that the teacher of Greek does not need to face. Whatever may be the other disadvantages under which he labors, he does not have in his classes the hopelessly dull. Some of these do make their ways into the Latin class. But Greek in most schools is taken up a year later than Latin. Consequently the ability of the student has been tested by one year of language study and, unless he has displayed a degree of ability at least approaching the average, he is tactfully but firmly directed away from Greek. The teacher of Greek, then, does not have to bend his energies towards making a certain per cent. of dull students do sufficient work to warrant the display of a passing mark on their report cards. Two problems however do confront him. The first, how best to stimulate and train this class of capable students; and second, how to educate the high school community to see that Greek is a desirable and practical subject.

Our first problem is concerned with class room methods. The question, "How to excite interest?" is the one that is now occupying the minds of educators more perhaps than any other. We are all familiar with the assertion that the child will be sure to learn if he is kept sufficiently interested; and that consequently all drudgery should be eliminated from his life, while the school room becomes a kind of variety show in which the teacher is chief actor. In spite of much that has been said along this line many of us still believe that any normal child will find interest as well as helpful discipline in overcoming difficulties, and in doing his work well. At the same time we have learned from experience that most human beings have a certain amount of inertia and, to overcome this, a little element of necessity must enter into life. Most of us "have to be driven to do the things we love." But this belief does not condemn us to a dull, humdrum class room in which occurs nothing more exciting than gerund-grinding. It may not be out of place here to mention some of the devices and methods worked out in our school. We have nothing very new, but it is helpful to hear how and with what success others are working.

Most text-books in these days are illuminated with pictures of some sort. Even in the first year Greek book will be found an illustration of a Greek sword, or of a warrior engaged in putting on his armor, or a "school scene" in which a pupil is standing before his master who is sitting on a chair of graceful shape, and holding a lyre in his hand. The teacher, after having used this for several classes of students, is not much excited by these pictures. But let us not forget that the pupil is seeing them for the first time, and that his interest can be stimulated by a remark of this sort: "Note the elaborate carving on this sword. The Greek warrior took a great deal of pride in his weapon, and liked to have a handsome one." Or a reference can be made to the beautiful "Excalibur" of King Arthur. When another page is turned, and the Greek warrior is before the eye, mention may be made of the fact that in modern warfare armor had been discarded until this European war, but that since the French army is experimenting now with bullet-deflecting breastplates, it is not impossible that soon we may see again soldiers with defensive as well as offensive armor. The well-known school scene always furnishes me a text for a variety of subjects, such as the education of a Greek boy or girl, the respectful attitude of the boy—a hint perhaps not unnecessary even in the Greek class. A little archæology can be introduced thus: "This picture has the peculiar semicircular shape because it is a copy of a vase painting; much of our information about the private life of the Greeks comes from vase-paintings." Almost any one of the illustrations will serve as a subject for comment on the artistic nature of the Greeks. Even their common utensils were graceful in shape and in decoration. In contrast to the simple good taste of the article pictured before them, the attention of the pupils can be directed, alas, to almost any piece of furniture in their school room.

In addition to the pictures in the text-books post-cards can be passed around the class. The students are always delighted to read for themselves the Greek words printed on the cards, and to see the stamp with a flying Mercury, or an Athene, and the word *Hellas* in Greek letters. An ancient or modern Greek coin, with its inscription, will make the language seem more alive to the boy or girl. Greek newspapers can be secured too without great difficulty, and I have found that classes are interested to see that the alphabet is about the same, and that many of the words are unchanged. A little knowledge of art is imparted and taste for the best things developed by displaying from time to time pictures of the masterpieces that have survived the ravages of the ages. These can be obtained easily and inexpensively in the Perry pictures or in the Boston University Prints. Part of this should be required work. All college preparatory students should be able to recognize the Hermes of Praxiteles, the Victory of Samothrace, and the other well-known statues. Of course, the teacher who has had the great good fortune to travel in Greece will have a store of coins, pictures and so on, which will be of perennial interest to himself and to his class. A two months' trip can be taken through Italy and Greece for about $350 or less if one is willing to cross the ocean second class and to do without a few comforts on land. Any who contemplate going, when this dreadful war is over, will find it well worth the sacrifice.

These remarks so far have been concerned with side issues, things which are merely intended to lend interest, to let the pupil see that Greek and even a Greek teacher sometimes are human. In the conduct of the recitation itself should be the main interest. Without lending ourselves to the direct method, by spending time in an attempt to carry on a conversation

in a language which the student will never use for that purpose, we can still have much of our work done orally. In the first year, for instance, when teaching Greek composition, instead of allowing the pupils to bring their sentences to class and write them on the board, the teacher may read the English to the pupils who are sitting with closed books, and ask one of them to render it in Greek. Another may be asked to correct mistakes. This requires close attention on the part of the class, since they must keep the English in mind as well as a Greek version. It calls for great patience too on the part of the teacher, and much wisdom in judging how often, and when, to read the sentence a second time. Too great willingness to repeat may encourage inattention, while absolute refusal ever to aid a faulty memory will surely lead to discouragement. After a sentence has been given orally and corrected it should be written on the board, still without reference to any book or paper. While this is being done the next sentence can be rendered, and so on until all have been translated. Then, and not until then, should the pupils be allowed to take the papers or note-books in which their exercises have been written, when the teacher will read the sentences on the board, correcting such mistakes as may occur even after the oral recitation. Meantime the pupils correct their own versions, asking such questions as time allows. After composition work has been done in this way for a while a great gain in attention, and in the ability to retain what has been heard, will be discovered. Even the most scatter-brained class will develop a degree of steadiness.

The translation of Greek into English may be done in much the same way. The teacher, instead of calling on Henry to read and translate the first sentence, Mary the second, and so on, may ask the pupils to close their books while he, or better still, a pupil reads the sentence to his class. The teacher then calls on some one else to translate it. After all the sentences have been translated the books should be opened, and the sentences read again rapidly by the teacher or a pupil, and points noted or questions asked about syntax, etc. It is better to have as much of the reading as possible done by the students, because of course they are more interested in what they are doing for themselves than in what the teacher is doing for them. Besides, they gain facility in pronunciation; for they are much more likely to take pains to pronounce distinctly, if they are reading a sentence to be translated by a fellow pupil, than if they are reading simply as a part of the day's exercise. I have heard of some teachers who have the whole recitation conducted by the pupils, with no interference on their part. But I have never seen this done, nor tried it myself, without feeling that a great deal of time was wasted on comparatively unimportant details. The students have not had sufficient experience to know just what points are most useful. But let it not be supposed that this plan of oral recitation which I have roughly outlined will inevitably produce perfect Greek students. In fact it has never been the good fortune of the speaker to find such a class anywhere, except in the reports of certain ardent advocates of some methods. These methods, they contend, with little or no work outside the class room in a very short time produce students who use the foreign language as though it was their mother tongue. Whatever the method of teaching there will always be some indifferent students, some who are indifferent sometimes, and some who are lazy. An increase in the amount of oral work does not eliminate these classes but it does help to reduce the numbers.

An objection may be raised that pupils will learn their sentences verbatim and will recite "parrot fashion" and so fail to develop mental power. It seems to me however that it is infinitely better for him to write out his sentence, learn it by heart, and recite it, than it is for him simply to write it and hand the exercise to his teacher. Few of us have not had the painful experience of finding by some chance question that a neatly written paper was as much "Greek" to the student as though he had never seen the English exercise from which he himself had worked it out. The writing was a mechanical process, word for word was found in the vocabulary, and the whole forgotten as soon as written. Then too there is less danger of copying, if no written work is to be prepared at home to be given to the teacher.

Another objection may be, that there will surely be some mistakes in the exercise as the pupil first writes it, and that for him to learn the sentences with these mistakes, is very bad. Now, if a boy joins the feminine adjective to the masculine noun he does it because his previous learning did not stick; and if his memory is of this sort, it will probably be just as easy to dislodge the wrong form again in favor of the right one as it was for him to make the mistake. Besides, always the sentences of the day should be assigned for review on the next day. Great stress should be laid on the rapidity and accuracy with which they are given. This will make it necessary for the student to correct his mistakes in his head as well as on his paper. Some mistakes may be avoided by the teacher's pointing out a few of the difficulties of the new lesson, and warning against grave errors or against those into which the class shows a particular tendency to fall. As often as possible in our school we give extra sentences with the same vocabulary and syntax as those previously learned, but with variations. This develops power in the use of the language. But we have found that it is unwise to have all the recitation on sight work. For unless the class is unusually bright as well as industrious it will not prepare the lesson so carefully if it discovers that there is to be no recitations of the assigned work.

Besides the daily practice in composition and translation, which is very important, there should be constant drill in forms. The Greek verb is ever eluding even the tenacious memory, and much drilling and reviewing are necessary to fix it beyond the reach of time. This drill however should not occupy too much of the recitation period. If a declension has been assigned for a day's lesson it should be mastered at home, and very little time is required

to find out whether or not this has been done. Written lessons on paradigms, given at unexpected intervals, will do much towards stirring up a class to learning forms accurately. These need not take many minutes of the precious class period nor much of the teacher's time in marking. A declension can be written in a minute or two, and marked by the teacher in a very short time.

In teaching vocabulary emphasis should be laid upon the common English words derived from the Greek, while scientific and medical terms are noted as the words from which they are derived occur. Part of this should be required work. The student ought to know, for instance, the words from which "telegraph" and "telegram" come, "policy," "police," and "politics," and many others. In addition to this other little points of interest suggest themselves. In comparing the word *phalanx* with the Latin *acies*, a few words said about the development of military science, as shown in the methods of warfare of Alexander and of Caesar, are helpful. In modern warfare, the formation of the army is even more open than in the army of the Romans. The phalanx is still found useful, however, in football and in college "rushes."

In the second year much the same method as here suggested produces good results in composition work. There must be, in this year also, a constant review of forms. To save the pupils much time, and some heartrending and often unfruitful, searching through the vocabulary. it is usual for the teachers of Greek in our school to dictate the dictionary form of the verbs in the advance lesson. Harper's edition of the Anabasis, as you probably know, has all new words printed in heavy type. A little of the translation can be done orally too as in the first year. One pupil may read a line or two while another without his book translates. But for all the work to be done in this way too much time would be required. The amount of syntax to be learned should be carefully graded. For instance, the pupils should not be expected to know all the constructions in the Anabasis during the first month. The work should be so planned that there may be a gradual adding to the constructions to be mastered.

At this point comes one of our greatest problems. In Greek, as in Latin, there is difficulty in meeting the college entrance requirements, not because of the severity of these requirements but because of indefiniteness. Most colleges specify "four books of Xenophon, or equivalent." In these words "or equivalent" lies the trouble. They sound so liberal. They give the high school teacher a pleasant opportunity to wander from the beaten paths of instruction. But the students, after reading four books of Anabasis, or equivalent, are expected to be able to use the words and constructions which they have learned, and when they come to a college examination if they have been trained in the four books of the Anabasis it is unfair to give them an exercise in composition which is based upon the vocabulary of the Cyropædia, for instance. To say that the Cyropædia is equivalent in difficulty is not the point. The student is not expected to know the words in the whole Greek lexicon after studying two years. For him to know the vocabulary of the required four books is quite enough. The examination in composition and in sight translation should involve this vocabulary. If an equivalent of the four books be accepted the examiner should find out what the substitution has been and should vary his questions accordingly. Otherwise the student comes to an examination as he would to a lottery drawing. In questions involving all Greek prose of about the same degree of difficulty, he may or may not find words familiar to him. This however is not intended to be a serious criticism of the colleges. We high school teachers realize well enough that when our pupils do poorly at college the blame is thrown on us, that when they do well some credit comes to us, but we have to divide honors with the college and with the pupil himself. But after all we know that the colleges, as Professor Knapp said a while ago in the Classical Weekly, are the best friends the high schools have. They help us to keep up our standards. It is in good part due to them that the high school does not sink to the level of an industrial institution or of an experimental station in child psychology.

Much of the interest which we are intending to stimulate in the second year class must be found in the subject-matter itself. The "March of the Ten Thousand" is one of the most thrilling stories in all literature. No boy or girl with a spark of imagination can fail to be stirred by the account of the death of Orontes, for example. To make the historical setting more real, I sometimes assign papers to different members of the class on "The Persian Wars," "The Character of Socrates," or similar subjects suggested by the reading or by the questions asked by the pupils. No exhaustive or scholarly work can be expected in these papers but their preparation brings a certain amount of power, and the whole class to whom the papers are read get the benefit of the information.

In the Homer class, as in the prose work, the main interest lies in the work. These boys and girls, the favored of fortune, truly "the heirs of all the ages," are admitted to the companionship of the greatest poet. They walk with the gods in the pure light of Hellas. To be sure, there will be found even here some who are wearied by the length and difficulties of the way. But, when subjected to the influence of the great epic day after day, across the consciousness of even the dullest will sometimes flash a spark of inspiration, and for the moment he too is divine. Nothing can ever rob him of this experience. Throughout the rest of his life, whatever the conditions, there will come to him at times the recollection of the light from "something beyond," and he will be the better for it.

This belief in the supreme inspiration of Greek is sometimes called "intellectual snobbery," a phrase often seen and heard in these days but not defined. Whatever other opprobrious name may be applied to advocates of Greek, they cannot at least be called selfish or undemocratic. This latter term too is now often heard in educational circles. But it can-

not be applied to teachers of Greek, inasmuch as they are not trying to keep their privileges to themselves. They are offering their dearest treasures to all who will come and take them. It is true that the number is small of those who have scaled the summit of Parnassus. It is however not these who look down with scorn on their fellows in the plain, it is those who have gained lesser heights.

In the Homer class mythological stories should be made familiar to the class, and references cited to parallel passages in English authors, and in Vergil. Papers, as in the second year class, on these subjects also may be assigned.

In addition to the problem of teaching in the best way possible the class that he has, the teacher of Greek has the even more difficult task of educating the high school community to a realization of the practical value of his subject. Practical value is a thing that must be emphasized in this most materialistic age. Before this assembly there is no need of speaking of the value of Greek. We know in our own souls that it is worth all it cost us. An interested and enthusiastic class does more than anything else to bring this conviction to others. A live classical club composed of students is always a center of enthusiasm. At the last meeting of the Classical Club of our school papers were read on the "Cultural Value of Greek" and on "The Value of Greek to the Student who Intends to Specialize in English." The Homer class may present in pantomime scenes from the Iliad. If the school has a lantern, a talk on "Greek Life" or "Greek Art" given by the teacher is valuable. Slides can be obtained for a small rental from different places in Philadelphia, and I suppose in other cities also.

Since the Greek class is recruited from the first year Latin class the Latin teacher has it in his power to do much to encourage the study of Greek by references, more or less offhand, to Greek. For instance, when the word *anchora* occurs in the vocabulary, the teacher remarks, "The Romans borrowed this word from the Greeks. They got many words in this way, just as we have received many from both the Greeks and the Romans."

Another help in arousing interest in Greek in the first year Latin class is to teach the Greek alphabet. I introduce the subject somewhat in this way: "I am often asked to interpret the Greek letters on fraternity pins, so I thought perhaps you might like to learn the Greek alphabet." Ordinarily the pupils are glad to learn it, and rather proud of the distinction. After they have learned the letters, they are delighted to see such Greek names as Helen, George, Theodore, Dorothy, put on the board in Greek letters. Goodell's "The Greek in English" is an inexpensive book, valuable in its lists of Greek derivatives in English.

The English teacher too may be willing to help, by presenting to the class the advantages of Greek in the study of English. If he is not enthusiastic himself, his interest may be aroused by a tactful reference to such articles as Professor Paul Shorey's "The Case for the Classics," in the School Review, Vol. 18, 1900.

Of late, since the pendulum in educational matters has been swinging back from the extreme materialism to which we have been exposed for the past few years, there have been appearing in our newspapers and magazines many articles in favor of the classics. These should be read to the class with comments. From different colleges too have been coming protests, not only from the teachers of languages, but from teachers of engineering, and kindred branches that the students trained in vocational studies are not so well prepared as those trained in the classics. These must not be allowed to pass unnoticed. Sometimes excerpts from such publications can be presented at a meeting of the Classical Club, if there be one. The Classical Weekly has been noting many such articles, as they have appeared. In every class room too there should be a bulletin board on which to post clippings of this kind, as well as cartoons or jokes with classical references, classical post-cards, and so on. A Classical Exhibit such as this so well prepared by Miss McNiff is invaluable. (When we consider that Miss McNiff did this without help from any other teacher we are simply appalled at the amount of work involved. Some of the manual work was done, of course, by the students. But we all know that when our pupils do anything of this kind we have to do it first, and perhaps afterwards.)

These few suggestions do not pretend by any means to exhaust the possible ways of exciting and keeping up an interest in Greek. Above all things, let us not be discouraged. Though for a while the trend of opinion has been away from the things that we most love and most believe in educationally, yet it is surely coming back. Western civilization cannot do without Greek culture. If it should seem to die out it would surely revive again. If men should forget it entirely in no long time a chance explorer, by some happy accident, would alight upon a copy of Homer or of the fragment of Sappho, and, captivated by the unparalleled and untranslatable music, would proclaim his discovery to the world, and again there would be a revival, a renaissance.

WHAT'S THE USE OF LATIN?

This was answered by Miss M. K. McNiff, who spoke of Miss Sabin's cards as developed by her own pupils in Harrisburg, nearly half of them being entirely original. She said:

The one hundred and twenty-five cards on exhibition in the library of the Technical High School were prepared outside of school hours from February 15th until May 1st. It is not selected work, but each and every one of my pupils in Caesar, Cicero, and Virgil has contributed something.

1. The cards illustrate the benefits of a study of Latin to a student of English, French, Italian, Spanish, German, modern inventions, and science—including physiology, zoology, physics, chemistry, etc.

2. There are manuscript letters from prominent citizens of Harrisburg in busi-

ness and the professions, emphasizing the advantages of Latin.

3. The cards contain a comparison of ancient and modern thought on such subjects as the high cost of living, woman's suffrage, municipal elections, and divorce.

4. The cards trace the origin of the ideas of our finest architecture, sculpture, paintings, mural decorations, etc., to ancient Greece and Rome.

5. The classical boys and girls have invaded the domain of manual training by constructing a scorpio, vinea, assaulting tower, a pluteus, fasces, a roll of papyrus (liber), a Roman temple, an agger, a Roman camp, Caesar's bridge, and relief maps of Gaul and ancient Rome.

The work has given much pleasure both to teacher and pupils, has breathed new life into what is erroneously called a dead language, and has helped to bridge the gap of two thousand years from Caesar to Kaiser.

BATTLEGROUNDS OF CAESAR.

The closing address, "The Battlegrounds of Julius Caesar in France and Belgium, in connection with the Present European War" by Professor Walter Dennison, of Swarthmore College, was illustrated. Professor Dennison was a few years ago professor of Latin in the American School in Rome, and at that time visited and studied the battlegrounds of Julius Caesar in France and Belgium as described in the Gallic War, familiar to many of us in our school days. The following is a brief synopsis of his lecture:

The recent events in Europe add great interest to the military movements of Julius Caesar in the countries now known as France, Belgium, and Alsace-Lorraine. The possession of the Rhine and its adjacent districts has been the contention of Teuton and Celt ever since the curtain of history was raised on the stage of northern Europe. A westward emigration of an Alpine nation was checked by Caesar's army at the beginning of his subjugation of Gaul, and in the same year, for the first time in recorded history, a Roman general and a German chieftain met in the plain between the Vosges mountains and the Rhine river and fought a decisive battle. This was in the territory of Alsace. The Germans were driven back over the Rhine and for the time the Teuton invasion received a check. Later Caesar faced the Belgians, the "bravest of all the inhabitants of Gaul," on the Aisne River, directly north of Rheims, where the armies of the Allies and the Germans have now for so many weeks been pouring shot and shrapnel into each other's ranks. It is interesting to observe that geographical conditions figure largely in the disposition of military forces at all times.

In another battle later Caesar engaged the army of the Nervii, a German-Celtic nation, in the vicinity of Hautmont, only a short distance from the present Belgian frontier. Namur too, according to Napoleon III, was besieged by the Romans during the Gallic War. The final contest in which the Gauls, united nationally for the first time, sought to defend their homes and their freedom, occurred at Alesia, a Gallic capital in the heart of France. Many of the lantern slides were from photographs taken by the author, showing the battlefields, models of Caesar's war engines and other views of especial importance at the present time.

Dr. Mervin G. Filler, of Dickinson College, Carlisle, was elected Chairman, and Miss Anna Petty, of the Allegheny High School, Pittsburgh, Secretary, for the ensuing year.

HISTORY AND CIVICS.

THE History and Civics Section met in Room 14, Technical High School, at 9:30 a. m., Tuesday, December 29th. The Chairman, Prof. R. O. Hughes, of Pittsburgh, being absent, Prof. T. D. Brown, of the Wilkinsburg high school, presided. Prof. Brown read the following paper in answer to the questions.

WHO IS TO BLAME, AND WHAT SHALL WE DO ABOUT IT?

The topic of this discussion, "Who is to blame and what are we going to do about it?" concerns itself with the great number of failures in History during the college entrance examinations of last September.

My aim has been not to attempt any direct answer, but to collect and set before you facts and data for your consideration in reaching a conclusion concerning this failure. I say failure, for I am not talking of student's failures alone, but of the failure of our courses and system, for the facts show that somewhere we are radically wrong and that this wrong, wherever it is, must be corrected and that speedily. It is, in my opinion, utterly useless to vaguely theorize any longer and then go out from here comforting ourselves with the deceit that it is impossible to penetrate dulness in some cases, and therefore we must go on in the old way until next December when again we shall have this same discussion.

The material which I have collected to present for your consideration comes from several sources: 1. From criticisms upon the result of the examinations, published in

the History Teachers' magazines of October and November, 1914. 2. From the examination questions themselves. 3. From personal observation during the past three months. 4. From a questionnaire sent to eighty-five of the representative high schools in Pennsylvania, New York and Indiana.

My statement of the question is this: The results in history were poorer than in any other subject in the examinations. My first point: History was not a generally recognized subject in the curriculum of the American secondary school before 1896, and a subject which has attained the age of eighteen years is not too "set in its ways" to be changed if necessary. Again, of all the results in History, those in Ancient history would seem to be the best and those in American history the poorest. It is noticeable that more candidates gave five periods a week to Ancient history than in any other subject. The commission of the N. E. A. on Reorganization of Secondary Education has noticed this fact in its report, where its history recommendations are as follows under the new heading, "Social Studies:" 1. Community civics and survey of vocations. 2. European history to 1600 or 1700, including English and Colonial American history. 3. European history since 1600 or 1700, including contemporary civilization. 4. United States history since 1700, including current events. 5. Economics and civic theory and practice.

Sounds like heresy does it not? If we accept this report, the trouble would seem to be that we have tried to crowd seven thousand years of detailed history into a short twenty-seven or thirty months and have then sprinkled our students with a harmless mixture of American history and Civics extending over a period of from five to ten months.

It was my duty one summer to drag, by main force, thirty-five teachers through Hart's Essentials in American History during a term of six weeks, to prepare for an examination. I know the answers to this statement but there is the fact, and I venture to say that the comparison with secondary school work is not unfortunate.

Professor Fite's criticism contains this statement: "It seems plain that the schools ought not to complain of the difficulties of the examination papers. Let them rather look to their programs and give full time to history. Yet, a five-period-a-week course throughout the year is not a royal road to passing the examination."

Now as to the questions themselves. I must be brief here and assume that you are familiar with the examinations. I have carefully gone over the questions in Ancient, Mediæval and English and have, so far as possible, put these questions to my own classes, and must confess that I consider these three examinations perfectly fair and proper. Of course, this is from my standpoint, for here comes the old answer, "We do not teach what you do or work as you do."

As to the examination in American history, I consider it a good examination and a fair one, for those students who have taken an advanced high school course in the real sense of the word. It is no examination to be attempted after an elementary, a review, or a mere memory course. It demands some thought, judgment and selection of material, but if our high school history is high school history in the true sense it is not unfair. There's the rub. Are we all teaching an advanced course? The answers from the Pennsylvania schools included in my questionnaire state that the students in most of those schools are prepared for this examination. There may be different viewpoints. May I call your attention here for a moment to some of the examination questions. Ancient: Groups III—IV—V Mediæval and Modern. Groups I—III—IV English. Groups I—II—IV—V United States. Groups I—II—III—IV.

Third, as to personal observation. As stated before, since this question has come under my notice, I have put some of the questions in each examination to my classes, not alone to see if the students could answer, but to find where the weak point in their preparation might be. Without exception, this point seemed to be in their ability to select, from the voluminous or (otherwise) funds of their knowledge and information, the proper material with which to work out their answers. This, I considered at least partially the fault of their instruction, and set about to remedy if possible. I say, if possible, for history sometimes seems unaccountably a producer of and a victim of, laziness, pure and unqualified. I further found that seniors three years removed from a detailed study of Ancient history, two from Mediæval and one from English, had more trouble with those subjects than if permitted to take their college entrance examinations as they finished their courses. No, they had not forgotten all, but they had trouble in recalling Themistocles and Innocent III and the Romanoffs. State Boards of Medicine and Law, I believe, are giving examinations to candidates as they finish their courses. It seems to me that the argument is clear. Nine questions were submitted in New

York, Pennsylvania and Indiana as shown in the following questionnaire:

1. Do you teach American history? (a) As a review of the elementary course? (b) As an advanced High School course?

2. Do you correlate civics with American history? (a) By a special civics course? (b) As a part of work in history class?

3. Do you emphasize particular periods in United States history? If so, please list three in margin.

4. In what year of the high school course do you teach the following courses? (a) Ancient Greek or Roman? (b) Mediæval and Modern European? (c) English? (d) American? (e) Other courses, if taught?

5. What texts do you use in the following courses? (a) Ancient Greek or Roman? (b) Mediæval and Modern European? (c) English? (d) American? (e) Other courses, if taught?

6. What time do you allot for completion of the following courses? (a) Ancient Greek or Roman? (b) Mediæval and Modern European? (c) English? (d) American? (e) Other courses, if taught?

7. Which of the following courses are compulsory and which elective? (a) Ancient Greek or Roman? (b) Mediæval and Modern European? (c) English? (d) American? (e) Other courses, if taught?

8. Do you require collateral reading in history? (a) As reference work for class reports? (b) As research work?

9. Do you offer history (a) As college preparatory course? (b) As cultural course for those not going to college? (c) Both?

The large number of answers was unexpected as it was gratifying. The average period for history in all three states is forty minutes. The work in Indiana seems to be more standardized than in either of the other states named. New York is second in this particular, requiring two units of history for graduation. Pennsylvania is last with "Every fellow for himself," in his own way and his own ends in view. Not much can be deduced from the answers regarding texts used without exhaustive critical study. Suffice to say that nearly all are recognized as secondary school texts for advanced courses. While Indiana and New York both seem to offer or require one year for the history courses, Pennsylvania uses in a great many cases the half-year course. It is also a point worthy of note that while 15 schools out of 28 in Pennsylvania require Ancient History, only 11 require American History, in which occurred the great number of failures. The dose is also very mild.

In American history, Indiana uses James and Sanford largely while New York likes Muzzey and McLaughlin. Pennsylvania likes them all. In some of the answers I was disappointed, for the reply did not fit my pre-arranged conclusions. For instance, almost unitedly they declare for advanced American history. My conclusion had hoped otherwise.

The half-year courses are noticeable in all three, particularly in Pennsylvania. The choice of teaching topics in American history is so varied as to render any conclusion difficult, but it would seem to me that any of the courses with topics so emphasized should have enabled the student to pass the examinations in questions. Students do not seem burdened with research work and most of the reading is of a reference character and probably brief for class report.

Lastly, our conclusion from this questionnaire is that the chief end of secondary history seems to be, to offer more than we can teach and to cram the victim with facts of a negligible quantity, expecting him to make selections which we have not made ourselves. I again call attention to the committee's report on Social Studies and to the frenzied efforts, shown in the questionnaire, of some of the principals to "blue-pencil" history courses and select the food best suited to the needs of their students.

In conclusion, I have put the following questions for your consideration. I do not attempt to answer them here, but I have endeavored to collect data and facts for you bearing upon them:

1. Are these failures due to advanced questions on elementary courses? Teachers say No in the questionnaire.

2. Was too much expected by the college from the high school student?

3. Was the time of examination too far removed from the date of completion of the course?

4. Were the proper points emphasized in teaching? (Who is to say?)

5. Were the examinations suited to the maturity and ability of the student?

6. Is there proper articulation between college and secondary school, so that the latter knows what the former wants and the former knows what the latter has to give?

From my own experience I think not. It seems to me that the fault lies not alone with the three factors considered, the teacher, the college and the student—but with our educational system which is in a formative period during the Educational Renaissance dating from the last decade of the nineteenth century. We have not yet struck a balance or an understanding with each other or with any one else—the col-

leges in particular—and we must do so soon.

Prof. S. Homer Smith, of the Reading Boys' High School, followed with a paper on

KEEPING HISTORY UP TO DATE.

The assignment of the subject of "Keeping History Up to Date" rather indicates in the beginning that in the mind of the committee there is something wrong with the work in our department of history and that the committee, as it were, has felt the pulse of life in our work and has found something subnormal and a demand for something that may add vitality in our world of history. In view of this possible motive back of the assignment, I assure you that in presenting a paper on this subject I shall not attempt or pretend anything strikingly new or original but rather endeavor, in the first place, to view with you a few of the complaints presented by patrons of our department, and, secondly, in view of these complaints emphasize a few points whereby we may hope to present the practical value of our work in history and thus bring it up to date.

Certainly as instructors in history we must be alive to the complaints that confront us and strive to disprove them by revealing the practical value of our labor so as to preclude all argument. In meeting the arguments or criticisms against our work we would do well, in the first place, to keep in mind the real purpose of history. As a great logician not long since pointed out, "History is the one science of reality; and to me its worth as a study lies preeminently in this, its dealing with actual men and states and peoples." In considering the import of this statement we must note that we are of the world we study, and we ourselves are more than students. We must not only know but live and act; and training for life and action comes through touch with other men. What travel and acquaintance do for us in the now and here, that must history do for us as our vision broadens. As one has said it is but travel into time instead of space. It is acquaintance with larger affairs, more and varied communities, more experienced leaders. History itself reveals the fact that those men who have played the largest part as men of action have been great students of history, and thus have been both makers and writers of history. In testing the truth of this statement we may but look to France and see that a century ago it was Chateaubriand who had the largest share in bringing in the Bourbon Reaction, and that Guizot played the largest part in overthrowing it. We may ask who it was who undermined the Burgher Monarchy of Louis Philippe and Guizot and answer, Thiers. And we may ask who it was that had the greatest part in discrediting the Bonapartes and the Bonapartist Tradition, and we may answer that it was Michelet, Quinet, Lanfrey, and Louis Blanc. A French Premier, Honataux, has told us that only a statesman is fit to write the history of a state, but all the statesmen who have made or written history have been first the students of it. And to followers that study has meant not less than to leaders. True we cannot all be statesmen and leaders, but the action of these men in history may inspire us as followers to larger parts, and so truly may we welcome the plea of Dr. Sneddon for a History that is in touch with life, a history whose aim is not learning, but serviceable manhood and womanhood.

Now whether our work is fulfilling this function seems to be a debatable question, for relative to the very function of history there seems to be some argument. The conservatives tell us that as history teachers we are not to be concerned about the present, not about the future, but that the real function of history teaching is to draw attention to the things that have been—because they have been. We are to study the facts of the past and stop right there. This undoubtedly is merely studying history for history's sake, and certainly is not in line with the idea suggested by the subject of keeping history up to date. Because of this plan of the old standpatters undoubtedly there is just cause for the criticism and comment of our critics that history is in danger of losing its practical value. Luckily we find pitted against the old conservative view the plan of the Progressives, who hold that we should not only study the past for the sake of culture but that we should also study the present so as to understand the life that now is, that we may intelligently analyze the present and its problems. According to this school the real function of history study is to develop constructive and interpretative power in order that we may rightly judge contemporaneous problems, movements, institutions and public leaders. As one has said, "We are to study history not for history's sake, but for our own sake and for our children's sake."

The Progressives also hold that it is a crime to send forth scores of thousands of boys and girls every year into a social organism without giving them an understanding of the essential conditions and needs of that organism when it is crying loud for intelligent and true leadership. The Progressives holding this view are responsible

for the revolution in method and selection of material in our department, and no doubt represent the cause of that of which our earnest consideration to-day in meeting here is the result.

Again, critics of the old plan of studying merely the past say that the plan should be changed because, when measured by results, it leaves our boys and girls, after spending from ten to twelve years in our schools, almost completely out of touch with current issues and problems. They know more about the sixteenth century than about the twentieth. The old plan of making the mind of the pupil a mental storage house for meaningless data, facts and statistics, fails to make pupils think. The incentive to good thinking, namely their interests, is removed by continually placing them in an unnatural environment of the past, and thus we are accused of making history a mere memory subject. In view of this the Progressives say that the pupils lose interest because they know that they are not called upon to live and act in the ancient or mediæval world. For this reason the pupil should be made to see that certain phases of the ancient world have directly affected our own world, and that, in so far as this co-relation takes place, the pupil will remember those phases to his dying day; and history will have served its purpose of explaining the present environment of the pupil. Truly we must concur with this view if we are to keep history up to date.

The critics of the old school of history teachers and methods seem to see, as the cause for the continuance in part of the old system of getting merely the past, the fact that almost all of our history courses in the public schools and most of our history text-books have been planned specifically to meet an aristocratic ideal, namely, the preparing of pupils to meet college entrance examinations. Whereas we are educating millions these days who will never go farther than the high school, and for this reason we should plan our work not to meet an aristocratic ideal but rather the needs of a democracy, inasmuch as the public schools are maintained at the public expense for the benefit of the public and not for the privileged few. Surely in this new age which is intensely practical, if we are to fulfill our function as History teachers in leading the citizens of to-morrow into a proper understanding of the environment into which they are to graduate from the high school, we will do well to consider this criticism.

After a mere cursory glance at the issues between the conservatives and the progressives in our ranks as to methods, we must arrive at the conclusion that we must view history not as an end in itself, but merely as a means to an end, and that we must translate history as far as possible into the familiar terms of modern life.

To this end certain problems must be solved; for example, we must consider what history should be taught. And, in view of the great amount of ground to be covered in the allotted time, this is no small problem to be solved so that in harmony with the idea of bringing the students down to nineteenth century movements as soon as possible and placing the emphasis there, we may still devote to each of the important epochs respectively their proper amount of attention. We must also consider the proper method of approach to the study of present movements in the social, industrial, and also the political world.

In taking up the question of what history should be studied there is certainly a conflict of opinion. On the one hand we are urged to study all history that we may gain a knowledge of the sequence of peoples in the story of civilization, the names and deeds of the torch bearers of progress. It is believed that only thus can we be made to feel our part in the upward struggle and recognize our responsibility as heirs of all the ages. On the other hand there are those who would have us teach only that history which has a direct bearing on our present movements. In the light of these opinions there ought to be some compromise. In the past, I fear that we have spent too much time on pre-nineteenth century history, European and American, and not sufficient time on the movements from the nineteenth century to the present time. Undoubtedly text-book writers, and also history teachers, have felt the temptation to leave the story at 1870, and thus the pupil has been deprived of the immediate historical background to present movements. To correct this error there ought to be some re-adjustment whereby this mistake may be corrected. Happily through the serious thought of recent writers on this subject we have had suggested the following arrangement of courses in history: (1) For the first year European history to about the year 1700, including England. (2) For the second year European history since 1700 including contemporary civilizations. (3) For the third year United States history since 1760 to the latest Presidential election. (4) For the fourth year a course in Citizenship composed of civics, practical politics and current events. To follow out the requirements of this arrangement, of course, would necessitate a digest of many

details and also an elimination of many details that are at present given undue prominence, and yet this ought to be possible when we realize that there are few really significant movements, institutions and men in the history of any nation. And the farther we go back in history the fewer big things do we find that have a present bearing on the present world of thought and action. These things would receive serious and intensive study.

There are different advantages that would result from this arrangement, for in the first place greater prominence could then be given to the study of civics, a subject which at the present time in many of the schools of the state seems to have been placed on the back-door step, in view of the fact that from six weeks to two months have been devoted to this study which should represent for us the very manual of citizenship. Under a republican form of government, where the strength of the state depends upon the intelligence of the citizen, and in view of the short time at present devoted to the study of Civics, we are hardly meeting our obligations to the citizens of to-morrow or to the state which supports our public schools.

There is another advantage in the arrangement suggested. We shall have more time for the careful study of present-day movements to which we may apply our knowledge of history. Undoubtedly in the past we have spent too much time in learning and too little time in serious thought in applying our knowledge of history to present problems. This study of applied history should enjoy greater prominence so as to allow the play of the reason and judgment of the pupil and also the exercise of his independent judgment when confronted with a new situation in civic affairs.

If we admit that this course of history as applied to present problems should be emphasized, we must consider our method of approach to a careful study of this field. At this point we should avoid the call of those who would have us draw all our history from the present, for this would seem like history with the history left out. Just as we have pointed out that we must not study history for history's sake, so must we also avoid the error of studying present problems merely for the sake of knowing the present. We should remember in approaching this field that the object is to apply our knowledge of the past to the present and not to consider merely the present alone. We must remember that the world a hundred years ago had a sad experience in trying to get on without the past, and that the French Revolution has left us a noble heritage that we would do well to consider. Even Dr. Muzzey in standing with the progressives protests that "he is not advocating the dilettante methods of the society women's Current Events Club, with its suggestion of hasty and serviceable encyclopedia information." And he continues "that the effective understanding of the great tendencies and trends of modern days goes very deep into the past." For this reason I would pursue a safe and sane course for teacher and pupil by leaving them to follow their text-book and making a clear analysis of it, of the parts covered from day to day, supplementing it where necessary to bring the student constantly in touch with the trend of modern movements. The latest text-books are in harmony with the idea of getting down to the nineteenth century as soon as possible and placing the emphasis there. Recent text-book writers have expressed this idea in their prefaces. West in his Revised Ancient World says, "It is doubtful if a text-book should give room to any incident which the student cannot articulate with the life of to-day. This accounts for the omission of many names and events commonly found in text-books." Harding also in his preface to his new Mediæval and Modern History says, "It is now generally recognized that a leading aim of the study of history is to enable one to understand the world of to-day." These and other texts of to-day express the same opinion. We must remember that these texts have run the gauntlet of critical inspection, that they have been written by men who know their business, and that they are a safe guide for teacher and pupil to follow in order that the pupil may gain a clear and proper perspective of the field of history and its application to the movements of the present. For this reason I would not advocate complete departure from the text.

In approaching the study of current problems we must meet the criticism of superintendents that this work is likely to be very indefinite and to meet this criticism the work must be thoroughly organized. The plan in vogue in the Hope Street High School of Providence, Rhode Island, seems to combat this criticism and encourage definite work and definite results. Every week the pupils in the upper classes are required to keep a current note-book in which they must arrange for the week ten current events under the three headings: (1) Local events; (2) National events; (3) International and Foreign events. The substance of the events must be written out and the references given. In addition to this work they have studied and discussed in class

such subjects as the Governor's Address, the Proposed Subway for Providence, the election of a Police Commissioner for Providence, all of President Wilson's messages, the New Tariff, the New Currency Law, the Panama Canal Tolls Question, Our Mexican Policy, and Ulster and Irish Home Rule. It has been pointed out that in considering such questions our pupils learn practical civics, legislative doings, become interested in the fundamental issues of to-day and ask questions of a practical nature and that by the method of study suggested there is no reason why definite work cannot be accomplished and definite results secured.

In considering such subjects the choice of the student's source material is of the utmost importance. The teacher should lead the pupil to those sources least contaminated by prejudices or bias. Such magazines as the Review of Reviews and the Literary Digest are admirably adapted toward presenting both sides of the argument on all the important issues of the day. They seem to discount the political rot and leave the student to form his own independent judgment after seeing the plays of all the opponents in the game.

In the case of difficult questions as, for example, the Income Tax Law, increased care should be taken that the pupil may grasp the practical operation of the law as applied to individuals, and by careful study and drill on hypothetical cases testing the law the pupils should be made to see the practical operation of the law. I remember that we covered the Income Tax Law in this way last year at McKeesport and the results obtained in the way of increased interest in the class returned an ample reward and inspiration to the teacher.

In this business of keeping history up to date, of course it is well to utilize all the apparatus available for the purpose of visualizing the subject as far as possible; such as lantern slides, pictures and well selected maps; but where the teacher is not in the possession or enjoyment of such apparatus or equipment he should remember, nevertheless, that the stuff of history is concrete and that with young students history must be concrete in order to be understandable, and as we have pointed out it must be translated as far as possible into the familiar terms of modern life. If we are studying about the Ionic columns we may point to the columns on the familiar buildings of our own city. If we are studying the Grecian games we should remember that the world to-day has a fondness for athletic sports and we should point with pride to the position of the American Team at the recent Olympic Games at Stockholm. If we are studying the English Bill of Rights we may show its survival in our state constitution. Where war is up for discussion we may point to the present great drama in Europe, deplore its terrible slaughter and concern ourselves with the ways and means for its prevention in the future. And when we are seeking the reasons for our Chinese Exclusions Act we may see them in a ten-cent wage, a bamboo currency, or a rice menu. A history so charged with life should not be in danger of losing its practical value but should rather be an inspiration to the teacher, a light to the pupil brightening his way into a thorough understanding of the world in which he lives and moves, and in harmony with the idea of keeping history up to date.

The next paper was by Prof. Warren D. Renninger, of the Central High School, Philadelphia, entitled

SOME PROBLEMS OF HISTORY TEACHING IN THE LARGE HIGH SCHOOL.

Let us consider first the problems of required and elective courses. Should every student be required to take history in each of the four years in all the different courses? The answer to this question depends upon our view of education and upon the kind of history taught in the high school. If education is regarded as mere mental adornment or even intellectual achievement, and history merely a fascinating story of spectacular events or wonderful achievements of great generals and statesmen, then it makes little difference whether we tack on some American history here, a little English history there, and finally a frill of Greek history. If, however, it is the purpose of education not merely to develop the individual but also to so fit him into his social environment that he may take a vital and an intelligent part in our community life, then he must be put into possession of the traditions of the race, and must be familiarized with the nature of our social life in its various aspects, political, industrial, religious and intellectual. And if we treat our high school history not merely as literature concerning past events and personalities, but as an attempt to explain how our civilization, that is our political, industrial, domestic, religious and intellectual life came to be as it is to-day, then historical study is going to turn out not merely students with an accomplishment, but men and women whose understanding of our community life and whose influence in moulding our institutions is bound to be very different from that of those who know nothing of the evo-

lution of our social life. In making a high school course it is now customary to regard history as one of a whole group of social science studies.

In the light of these views of education and history it is highly desirable that some form of social study such as history, civics or economics be required of every pupil in the high school. These subjects should be undertaken in an attempt to *understand* how our institutions came to be as they are to-day, and must not be treated as memory studies. The explanation must therefore proceed logically from year to year.

I should therefore disapprove of the high school which offers very good courses of four or five hours a week in English history or in Mediæval history with equally full courses in Civics and Economics for those who choose to elect one or all of them, and then carries a large number of students who are taking no social science or history whatever, or chance to take one course in any term.

If economy does not demand the same course for all it is highly desirable that the commercial and manual training students be given a different kind of social and historical studies from that given in the academic course. Work in civics, economics, banking and transportation, in industrial and commercial history will have a greater interest and practical value for them than the classical history which would be more profitable for those going to college. But, in any case, it must be borne in mind that our purpose is to understand as far as possible, the growth of our institutions whether these be intellectual and political or industrial and commercial, and therefore we must see to it that the explanation proceeds logically from year to year throughout the course. This brings us to the next problem.

How can we secure proper co-operation among the teachers within a department of history and social science? In our school at least ten men are teaching these subjects and the classes are organized twice each year. If seven teachers are doing the work of the first year, how can we have a common basis on which the work of the second year can be built? In some of the schools in Philadelphia practically all the work of each year is done by one teacher who teaches only Ancient history or English history. This serves the purpose of giving all the students the same work, and makes it possible for the teacher in the next grade to assume that all the students in the class have had the same work. The arrangement is open to some objections. In the first place, it necessitates so much repetition by the teacher that the monotony tends to make the teaching mechanical and lacking in enthusiasm and interest. The teacher who has classes in different years of the course is in a better position to appreciate the purpose of all the work in social science and therefore more likely to make his work effective as a part of a whole course. Moreover the student is dividing his attention between six or seven studies and a teacher who has only Roman history or American history every hour every day is hardly in a condition to deal sympathetically with the students who are encountering for the first time the difficulties of the subject besides those in higher algebra, chemistry, physics or biology together with their language studies. The teacher who has classes all along the course is more likely to interpret properly every lesson showing its relation to what has preceded and to what is to follow. I believe that it is especially important to keep constantly before the student what we are driving at so that our history study may not seem a mere study of a remote and unrelated past.

If we do not have one teacher doing all the work in one grade, how can the work of the several teachers be standardized without the deadening influence of uniformity imposed upon the teachers by an iron-clad course or the instructions of a czar at the head of the department? A free interchange of views by the teachers in formal departmental meetings followed up by a few general regulations there agreed upon and enacted by the teachers themselves would go far to remove the difficulties and the wastes resulting from lack of co-operation. In addition to this it is of still greater importance that there should be constantly the co-operative influence which comes from a daily association of the history teachers as they meet in the headquarters of the department. In every large high school, there should be a much used department headquarters where all the teachers of the department meet freely, talking about their work.

The third problem that confronts us in the large high school is that of the library. How can we get a sufficient number of books to have all the students do outside reading when they ought to do it and have the books where the students can make use of them without waste of time? High school pupils have very little time for outside reading, and research work is not for the high school, yet some outside reading must be done. We must acquaint our students with the best books bearing on their school work and train them in the use of the

public library and the handling of reference books. Most of this kind of training can be given by a proper co-operation with the public library in the town or city. There remains, however, another kind of reading which cannot well be done through the city library, but for which the books must be in the school building in sufficient duplicate numbers so that every student can get a copy when it is needed.

In the small high school the history teacher can manage this work by having a few copies of the necessary books in the class-room and seeing that the students have an opportunity to use them. This becomes impossible in a large school. A few years ago when our school was at its largest, we started over eight hundred students in Greek history at one time. Now, suppose we sent them to the public libraries to get books on mythology that they might read some illustrative myths. How long would it be before all would have an opportunity to do this? Consider the time wasted by those who went for books and could not get them, and the demoralizing effect of the good excuse, "I couldn't get a book." It would be as reasonable not to provide a laboratory for physics,—saying that the student who made his own apparatus learned more than one who used that provided in schools,—as not to provide a working library for history and social science, declaring that the materials were all available in public libraries and the homes.

Such a working library need not have a great variety of books. Much illustrative material that a few years ago was scattered through hundreds of volumes has been collected into a few volumes of readings which enterprising publishers are putting out to accompany their text-books. Besides these every school should have several of the best secondary works on each subject. All of these must be had in duplicate numbers sufficient to accommodate the students who should be sent to them with a very definite reference so as to get the maximum amount of reading done in a minimum of time—just as in the high school laboratory of science, we have facilities for every student to perform illustrative experiments. History teaching is still far behind science teaching in most schools and cannot be brought to the same standard in the large school until every high school is provided with a library in charge of a trained librarian.

A general discussion of problems in the teaching of history followed the reading of these papers.

OFFICERS FOR NEXT YEAR.

Officers for the next meeting were elected as follows: President, Warren D. Renninger, Central High School, Philadelphia; Vice-President, S. Homer Smith, Boys' High School, Reading; and Secretary, Sarah M. Dinsmore, Greensburg High School.

MATHEMATICS AND SCIENCE.

THE Mathematics and Science Section of the State Teachers Association at Harrisburg, was called to order by the Chairman, Prof. Maurice Babb, of the University of Pennsylvania, at 9 a. m., December 29, 1914. About seventy-five members were present.

PAST, PRESENT AND FUTURE OF BIOLOGICAL TEACHING.

Dr. John M. Macfarlane, Professor of Botany, University of Pennsylvania, spoke on "The Past, Present and Future of Biological Teaching." He said that it had truly been claimed by one of our speakers that Mathematics is the greatest of all the sciences. With equal truth it may now be asserted that Biology is the newest of all the sciences, as it is the nearest to us of these. For we are life, and life is the sum of each of us. But till a quarter century ago the systematic teaching of Biology was unknown outside universities. Even in these, of 481 students once addressed by the speaker, all were future medical aspirants except fifteen who divided between science and theology.

The coming of evolution in the persons of Lamarck, Wells, Chambers, Darwin and Wallace from the basic biological standpoint, and of Spencer, Emerson, Fiske and others on the higher biological or mental and moral sides, wrought a gradual but sure change. So parents, teachers and mental leaders all demanded a reconstruction of educational ideals. The last quarter-century has witnessed a great effort to correlate such teaching with other and older studies, though by no means always with happy or successful results. But the present and the future are fraught with richest promise of reward. Such reward may best be secured if we consider for a little (1) the biological teacher, (2) biological teaching, and (3) the results of such teaching.

As to the teacher of biology, while it has been said of a poet, that he is born not made, of a Doctor, that he is only what he has been made; of the first it may be said that he is born and he is made. No amount of knowledge or education will make a suc-

cessful teacher of the person who has not an inborn enthusiasm for his subject, nor can even the born teacher be a success unless by constant effort. Further, the biological teacher's life work is not a calling, nor a profession, it is a consecration, and strong men as well as strong women are needed for it. It cannot be too strongly emphasized also that they, above all others, must be not merely teachers, they must be perennial earners. Some departments of knowledge seem often to attract because, when a certain modicum of information has been acquired, this can serve for a life-time of instruction. Not so in this newest of the taught sciences, for the bounds of discovery in it are ever widening, and the teacher's attitude must be one of alert striving after new facts.

Here the beneficent action of our colleges and universities in opening special classes for teachers during recent years deserves widest recognition and support. For the old-time idea that these institutions existed primarily to confer degrees is disappearing, because it is being recognized that their true function is to advance highest human knowledge along every line. But the successful biological teacher must not only be in touch with the best books and teaching, he and she must have constant first-hand contact with nature, whether as botanists with the flowers of the field and forest in all their seasonal relations; as zoologists with the common as well as the rare animals of our woodlands, lakes and shorelands; as psychologists with the mental attitudes of animals from lowest to highest degree. Above all, the biological teacher should be alike enthusiastic and reverent toward this great field of study.

As to the biological teaching, this should ever be designed and arranged to call forth the greatest number of sense impressions and relations. So a biological laboratory should be a *live* place where continuous and active contact is made between teacher and scholar. Not a minute should be lost or allowed to slip past loosely and uninterestedly. Given some plant or animal as a center of study, the Socratic method will soon reveal how deeply the teacher and pupil are alive to their theme. Then in all grades up to the high school a great aim should be to train the eye in relation to the intellect, and to aid this by the simple magnifying lens. Only rarely should the compound microscope be used, and then mainly to arouse interest in the hidden, the minute.

Far too much precious class time is still given to drawings, which after all are often imperfect representations by an imperfect artist that should and could better be done in a drawing class. The speaker may here be viewed as a heretic against established usage, but his conversion to such usage has not even begun. Rapid graphic diagrams prepared by aid of black and colored pencils are wholly commendable. Painfully elaborated drawings are faulty at best, and consume the time alike of teacher and student.

As to the content of the teaching, the solid, exact facts of biological science should be the field of study, for these when properly presented are the most wonderful things in the world. Specimens, diagrams and models—the two latter, still alas! too rare in our class-rooms and laboratories—should all aid in shaping a concrete picture that can be presented forcefully to the youngest child as to the fast maturing high school student.

The *results of biological teaching* may now be summed up. If such does not make each of us *better* men and women wherein is its good? It is undoubtedly true that many still question the trend of the study, and this probably because our knowledge and modes of teaching have been imperfect and progressive. We have often emphasized alone the life of plants and of animals up to the stage of man's physical being, and have failed to link such teaching with the mental, the moral and the spiritual forms of human endeavor. All however to the speaker form a continuous and magnificent evolutionary progression. For each individual who, by action of the motor and the inhibitory nerves, cultivates the two great biological principles of *aspiration* and *repression* is constantly reaching to ever higher stages of life and living, and will leave the world better for his having lived. To explore, to make known and to cultivate the highest mental, moral and spiritual principles should be the climax of effort for each of us. For all of these form one continuous phenomenon in our estimation. Around us, within us, beyond us, from finite to infinite extension, is an ever changing, ever active, ever illusive power or energy of which we are all an expression. But how little do we know of it! Such littleness of knowledge should make us humble learners, at the same time that we are earnest and unresting teachers.

A few minutes ago one of our members stated that Pennsylvania was rated as 23rd in educational efficiency amongst the states of the Union. As biological teachers, who believe in the progressive perfectibility of life, let each and all of us strive so to speak and so to act that this great commonwealth shall become, as it should be, the first state in the union in its intelligent manhood and womanhood.

This paper was discussed by Miss Eleta

Witmer, of the Stevens High School, Lancaster.

Supt. J. E. Wagner, of Bellefonte, and Prof. Graham, of Pittsburgh, also took part in the discussion. The former, describing the graphical work in spelling in the Bellefonte schools, said: One of the incentives used to reach a higher standard in the work in spelling is a graphical representation of the weekly tests. From three to six or eight new words, according to the grade, are taught each day by an intensive method. On the last day of each week a written test on all of these words is given and percentages of correct words worked out. If, for instance, in a fifth grade room where there are forty pupils a weekly dictation of twenty-five words is given, there will be one thousand words spelled. If it found that forty words, say, are missed, the percentage of correctly-spelled words for this room is ninety-six. This percentage is then graphed week by week throughout the term. If a poor test is made the graph of course will go down and all pupils will see it. Such a condition produces alarm in a room and a strong effort is made the following week to regain the lost ground by shooting the curve as far or farther upward as it had fallen during the preceding test. Hence, a very effective way is found to advance the studying of spelling in each grade, principally by the pupils' own efforts. The plan has also the effect of creating a rivalry of corresponding grades in different buildings in the town. If grade five in one part of the town keeps its graph moving slowly upward, say from 95 per cent. on, and the corresponding grade in another district falls frequently, an extraordinary effort is made to get into the standing of the first school.

The second paper on the program was read by Miss Ruth Munhall, of the William Penn High School, Philadelphia, upon

THE RELATIONSHIP OF MATHEMATICS TO THE PHYSICAL AND SOCIAL SCIENCES.

The subject, the "Relationship of Mathematics to the Physical and Social Sciences," has two phases that we shall consider: 1. What mathematics has done to help the sciences. 2. What can be taught to the average high school girl or boy.

It has been said that as soon as Mathematics becomes closely allied to a subject that subject becomes a science, and without mathematics none of the physical sciences could exist. Take mathematics from physics, and there is little left. Astronomy without mathematics is little more than Astrology. Chemistry would lose all of its formulæ. Biology would lose, for it depends on mathematics for much of its language. The work on heredity would be practically impossible. There could be no science of engineering without mathematics. Thus could we go through all of the sciences and point out what they would lose if there were no mathematics.

Mathematics antedates all of the other sciences and it has been slowly but surely building up all of these centuries, while many of these sciences have been built up only to fall when some one has discovered a false premise. Through all these years the truths of mathematics have remained.

We hear so much said on all sides about the uselessness of mathematics. Most people who talk in that way know little about the subject. Have most of us any conception of the number of things dependent on our mathematics? Mr. Samuel Barton in an article in "Science" (November 13, 1914) gives a list of 105 headings that he has rapidly taken from the Encyclopedia Britannica, dependent on the Infinitesimal Calculus alone. A few of which are: Ether, bridge, clock, elasticity, gravitation, heat, illumination, lubrication, map, mensuration, molecule, shipbuilding, sky, steam engine, tide, and measurement of time. Anyone who has no idea of the Calculus has a narrowed view of these subjects and cannot possibly grasp their full significance.

Then again, suppose there were no mathematics I wonder how far our cities, bridges, buildings of all kinds would have gone. Streams that were small enough to be bridged over by logs would have their paths across; houses that require no planning would be built, but the modern house would not be a possibility; roads would be made, but only haphazard, for one would not be able to survey to point the way for the road. Railroads, electric cars, subways, elevated roads would not be; in fact we would be back to the most primitive conditions. It seems to me that we all owe much to mathematics, which has helped the science of construction and enabled it to go forward and build our cities, our bridges and all things that have been made for our comfort.

In the actual work of the scientists mathematics has done much to lighten and facilitate their labor. To begin with, we have the logarithms, which shorten computations and make it possible to do in a short time what would otherwise be exceedingly involved or might even prove impossible; also there are tables compiled to calculate percentages, tables for determining the amount of probable error, which are most valuable to statisticians, and tables for almost all calculations that must be used frequently. It seems that wherever the scientist has

found methods requiring a great amount of calculation the mathematician has devised tables to help the scientific work immeasurably.

When we come to the relationship to the Social Sciences we reach a field that is new, one that is not so familiar and one that opens a vast unexplored field for investigation. It is in the realm of statistics that the social sciences and mathematics meet. The tendency of the age is to ask the condition of affairs; a demand of "Does it pay?" The social science worker must answer such questions in the most clear and concise way possible.

The sociologist is interested in the living conditions of people; in the increase or decrease of illiteracy; in the amount of delinquency under present conditions as compared with that under former conditions. To awaken the people to need for reform he must present his facts concisely and forcibly, so that people cannot fail to see existing conditions in order that they may remedy the evils. To show these conditions the sociologist must appeal to the mathematician for help, he must be shown how to select his material so that all facts will receive their due weight; he must be shown how to arrange them, how to find averages, medians, modes, how to compare one set of items with another, how to correct for probable errors and much more must the mathematician show him in order that he can give to the people a single chart that will show them at a glance the conditions of affairs that he wishes pointed out.

To illustrate the amount of mathematics and the amount of work that it takes to present a comparison of two subjects I will answer the question, for the principal of a large city high school of how much correlation there is between mathematics and science. The method used would be similar for nearly all questions of correlation whether in educational matters or social concerns.

By correlation is meant "the tendency of two or more traits or capacities to vary together"—(Whipple, "Mental and Physical Tests," page 28). A correlation is zero if the two traits are totally unrelated. It is positive and unity or 100 per cent. if there is perfect correlation, or if the two traits vary together. It is negative and — 100 per cent. if the two traits vary in exactly opposite directions. Thus if the marks in two subjects are absolutely unrelated then the correlation is zero; if however a boy who receives 100 in one subject also receives 100 in the second, the correlation is 100 per cent.; if however he receives 100 in one subject and zero in the other, the correlation is — 100 per cent.

Pearson has given us a formula by which we can find the co-efficient of correlation. "r" represents Pearson's co-efficient, "x" equals the deviation of a single item of the first kind from the mean of all the items of the first kind: "y" equals the corresponding deviation for the second kind; "n" equals the number of observations; σ_1 equals the standard deviation of the first kind; σ_2 equals the standard deviation of the second kind. The formulæ for the standard deviations being

$$\sigma_1 = \sqrt{\frac{\Sigma x^2}{n}}, \quad \sigma_2 = \sqrt{\frac{\Sigma y^2}{n}}.$$

Then the formula for Pearson's co-efficient is:

$$r = \frac{\Sigma xy}{n\partial_1\partial_2}.$$

Having given the formulæ to be used I will return to the consideration of the correlation problem. First care must be taken in the selection of the data; for if not carefully taken, the results will be false and will not truly represent conditions. It will be in effect much the same as the report that in a certain co-educational institution one-third of the girls married professors; the statement was perfectly correct, but investigation showed that there were but three girls in the institution and one of them did marry a professor. In this instance there were not enough cases investigated or rather to be investigated to be able to draw any such generalizations. But to return to our question, the amount of correlation between mathematics and science in a large city school. The question first arises, "What facts shall we collect?" Obviously it would be too great a task to collect the grades in those two subjects for all the pupils and yet enough must be selected to tell a true story; theoretically the more you take the more accurate your work will be. Practically there is a physical limit, for too many facts make the work too cumbersome and the degree of correctness attained is not commensurate to the labor expended.

In this problem I have taken 353 observations. The mathematics was composed of arithmetic in the Commercial and Home Economics courses and algebra in the General and Latin Scientific courses of the second year of high school work. The science was a course in general science which required very few, if any, computations.

I arranged the facts in the following order: Mathematics first column, Science second column.

		x	y	x^2	y^2	xy
50	75	—19.5	1.3	380.25	1.69	—25.35
	75	—19.5	1.3	380.25	1.69	—25.35
	65	—19.5	—8.7	380.25	75.69	169.65
:	:	:	:	:	:	:
:	:	:	:	:	:	:
65	65	— 4.5	—8.7	20.25	75.69	39.15
	75	— 4.5	1.3	20.25	1.69	— 5.85
	85	— 4.5	11.3	20.25	127.69	—50.85
:	:	:	:	:	:	:
:	:	:	:	:	:	:
75	80	5.5	6.3	30.25	39.69	—34.65
	80	5.5	6.3	30.25	39.69	—34.65
:	:	:	:	:	:	:
:	:	:	:	:	:	:
80	75	10.5	1.3	110.25	1.69	—13.65
:	:	:	:	:	:	:
:	:	:	:	:	:	:

The mathematics marks are arranged in order, with the corresponding mark for science. I then found the average in each case; in mathematics it was 69.5; in Science 73.7. For this work the Average seems the best measurement of Central Tendency. The other two measurements commonly used are the Median and the Mode. The Median is the middle observation, in this case of 353 items it would be the 177th observation, after they have been arranged in order. In our problem the Median for mathematics is 65, for science 75. The Mode is the item which occurs most frequently. In our problem the mode for mathematics is 65 and for science 75. The three measures have their advocates, but for this problem of Correlation the Average seems the best.

Next I found the "x"—the difference between the average and each mathematical mark; then the "y" which is the difference between the average 73.7 and the science mark—for the fifth and sixth columns. I squared the x's and y's and for the last column found their product.

These facts now enable us to use the formulæ for standard deviation. The theory of this goes back to the theory of least squares as developed by Bessel.

$$\sigma_1 = \sqrt{\frac{\Sigma x^2}{n}} = \sqrt{\frac{89660.75}{353}} = \sqrt{253.99} = 16.12,$$

$$\sigma_2 = \sqrt{\frac{\Sigma y^2}{n}} = \sqrt{\frac{71072.05}{353}} = \sqrt{201.33} = 14.18.$$

Having found the standard deviation we are ready to use the formula.

$$r = \frac{\Sigma xy}{n\sigma_1\sigma_2}$$

equals approximately 12 per cent.

In this case we find that the correlation is very small and shows that between ability in mathematics and ability in this General Science, which has no computations, there is little relationship.

This work has given you, I hope, some little insight into the work connected with answering so simple a question as the amount of correlation between mathematics and science. It is typical, but there are other questions which arise in the educational fields. Some have been answered, others still await the time when someone shall develop a method of treating them.

Among the later type of question is one which most nearly concerns us. How shall a teacher's efficiency be measured?

From all sides we hear that question and people have come forward with various plans, none of which has proved satisfactory. The trouble lies in that the elements of personality which enter the problem are exceeding complex and cannot be measured by our present methods. It seems, however, that we as teachers should not shrink from measurement, but should gladly give all the assistance possible and should welcome the day when we can be duly graded 70 per cent. efficient, 80 per cent. efficient and so on. Though I really doubt the possibility of any plan being formulated that can bring this about, for those who desire to have this efficiency measurement are also teachers who have gone further in the ranks, but still are just as liable to let the personal feeling come in, and that will cause all plans to fail; but seriously if some absolutely fair plan could be evolved we as teachers would be the gainers. Any plan that will be evolved will require much mathematics to carry it out, in fact, there could be no measurement without mathematics.

Related to this topic are the questions, How is my class progressing? Does it do as well as a class of its grade should? How does it compare with other classes of the same grade? All of these and kindred questions are of vital interest to us and if we could find a correct answer to them we would be more than half-way towards the remedy of any defects that may exist. But here again we meet the personal element. We rather hesitate to have a class measured that seems below the standard, for everyone realizes that we have at times classes that are composed of pupils far below the average; but even the knowledge that our class is weak should not deter us from seeking any plan that will help in a standardization of our work. It is true that there are some superintendents not sufficiently informed who could be unfair in their judgment of results. But I am sure that such superintendents are just as unfair in their rating of our abilities under present conditions, and that the time will come for them if it does for us when they too must measure up to a standard, so I

think that we need not fear being misjudged.

There have been several attempts made to measure work in the schools, and mathematics has been one of the first subjects attacked. Mr. Courtis has issued a rather complete series of tests which can be given to practically any grade, and which will show the standing of a class with regard to the elementary operations of arithmetic. They do not pretend to test advanced work. There is one thing that impresses one in working with these tests and that is that the teacher gives them must have a fair knowledge of mathematics if she is going to be able to gather her results together and put them into a form that will convey any idea of the standing of her class as a whole or as to the standing of any individual pupil.

I have spoken about the tests in arithmetic, but it is fair to suppose that similar tests will be made in other subjects. In fact there are tests for handwriting, and Mr. Courtis has issued a series for English Composition; the work for the teacher in each instance is as great as that for arithmetic and requires a fair knowledge of the Mathematics of Statistics.

I hope that I have shown you, though the description has been sketchy, just what Mathematics means to Statistics and that a pretty intimate knowledge of mathematics is necessary if there is to be any measurement of results. I wish that I could bring that fact home to all those who decry the necessity of teaching mathematics to those who seem to have no inclination towards that science.

The superintendents when they wish to present a clear account of the year's work must look to mathematics for help, for the time of the old-fashioned board of School Directors has about passed. We no longer find the trustees who come once a year and listen to the pupils "say their pieces," and pass judgment on the efficiency of the school work from that. Now our boards are mostly composed of wide-awake business men, who feel the responsibility of expending the public funds and hence wish to know just what are the conditions of the schools. So it is for the superintendent to give a report that is clear, concise and shows conditions as they are. In looking over the reports of the schools throughout the country we find a marked improvement, and in each case mathematics has had to help. One of the best reports is that of the Newton Public Schools. Here the superintendent had a man who was working for his degree of Doctor of Philosophy to help him. I wish that time would permit to show you this report and then you could appreciate the amount of mathematics it takes to give such a clear statement of conditions.

So we see that in the statistical side of the science of education, mathematics is essential; in fact it would not be possible to make any progress at all in this direction without mathematics.

The average high school girl or boy is ready to take up much of this work. In his algebra he is given literal equations that will help him in his formula work; it is splendid algebraic drill work and the teacher of science must indeed rejoice when she procures a pupil who, given a formula, knows how to work with it.

But here again I wish to speak more particularly about the relationship to the social sciences rather than to the physical sciences. Here also it is the statistical work that offers material both profitable and interesting.

In taking up this matter I shall follow part of a course that is offered in one of the Philadelphia High Schools. It is taken by girls in the Commercial and Home Economics sections of the school. I shall deal with that part of the course which treats of the statistical work only. This course is given to the first year's pupils and takes up part of the second term's work.

Work in simple simultaneous equations has been done, so that the pupil can solve them by the processes of addition and subtraction; then follows naturally the introduction of solution by the method of graphing; this work brings in the use of the Cartesian Co-ordinates. From this graphing it is an easy step to the graphic portrayal of such simple problems as the temperature in a certain place for a given length of time, then a comparison of several places; the x and y axes are easily grasped as the temperature and time axes. Just here emphasis must be brought to bear on the fact that this continuous function graph must have two mutually dependent variables. We next take up the graphing of the population of a certain place from the year 1790 till now. Then follows the graphing of the expenses, profits and losses of a firm for a given length of time. By this time most of the pupils have grasped the significance of the work and can, given the facts, make the graph, or given the graph, can read the facts. All of this work brings into play the pupils judgment and initiative, for the facts must be reduced to a scale that will fit the chart, and since no one scale will do for all no one rule can be given that will cover all cases.

The next one taken up is the circular graph, this of course is used when we wish

to show the relationship of parts that taken together represent a whole. In these illustrations the pupil has represented the elements in Beef and Beans. The facts were given as per cents of the whole. These the pupil had to reduce to the corresponding number of degrees, then divide the circle. A great amount of accuracy is necessary in this work, or else the last division will be either too large or too small.

The last graph given is the histogram, used for the comparison of facts that are not necessarily related; as in the illustration where the pupil has compared the fuel value of the Beef and Beans; the cost of 100 calories; the proteids; the fats and carbohydrates in the same two substances. This chart brings to the pupil more clearly the comparison of the relative amounts than could the mere reading of the facts. These three forms of graph are the most common and if the pupil is able to construct all three she knows enough to grasp the significance of almost any graph that she may see.

At the close of this work a reference is given to each pupil, which must be looked up and a more elaborate graph than those for class work made. Here the pupil receives no help, but must decide for herself which graph best suits her facts, then the scale must be selected and these facts reduced to scale, and last of all the drawing made. The pupil who has learned enough to do this well, has made advance in her mathematical work as well as in her statistical work.

Though the outline of this course has been brief it has shown how this statistical work can be taught to a class in mathematics, giving excellent mathematical work and connecting it most closely with the work in science.

Principal E. C. Brinker, Jr., of Easton, was on the program for a discussion on "The Relation of Mathematics to the Social and Physical Sciences." Owing to his temporary disability and serious illness in his family, he felt that he owed the mathematical section no apology for this hurried exposition and his verbatim quotations from numerous experts, in order to have the paper ready in time for reading by his substitute at this session, Prof. A. J. La Barre.

RELATION OF MATHEMATICS TO SCIENCE.

Although mathematical knowledge does not lead to absolutely certain results, it yet invests known results with incomparably greater trustworthiness than does the knowledge of the other sciences. But after all it remains a useless accumulation of capital so long as it is not turned to practical account in other sciences, such as metaphysics, physics, chemistry, biology, economics, civics. Hence also arises an obligation on the part of the other sciences, so to shape their problems and investigations that they can be made susceptible of mathematical treatment. Then will mathematics gladly perform her duty. The moment a science has advanced far enough to permit the mathematical formulation of its problems, mathematics will not be slow to treat and to solve these problems. Mathematical knowledge, aristocratic as it may appear by the greater certainty of its results, will, so far as the advancement of human kind is concerned, never be more than a useless mass of self-evident truths unless it constantly places itself in the service of the other sciences.

The mathematician meets the physicist or the engineer who says, "Can you integrate for me such a differential equation? I must have it within eight days because of a certain construction which must be finished by that time." "That equation," we reply, "is not of an integral type; you know there are many like it." "Yes, I know that; but of what *use* are *you* then?" Often however there is a better understanding. The engineer does not need his integral in finite terms. He needs only a rough value of the integral function, or perhaps only a certain numerical result which he could easily deduce from such a value of the integral if he had it. Ordinarily we could get this numerical result for him if we knew just how accurate it must be—that is, with what approximation.

Formerly an equation was not considered solved except when the solution was expressed by means of a finite number of known functions; but that is possible scarcely once in a hundred times. What we can always *try* to do is to solve the problem *qualitatively*, that is, to find the general shape of the curve which the unknown function represents. It remains then to find the *quantitative* solution of the problems; but if the unknown cannot be determined as a finite result, it can always be represented by means of an infinite convergent series which will allow the numerical calculation.

But there are no longer some problems which are solved and others which are not; there are only problems more or less solved accordingly as they are represented by a series converging more or less rapidly and following a law more or less harmonious. It occurs sometimes that an imperfect solution leads to a better one. Sometimes the series converges so slowly that calculations from it are impracticable and we have shown only the possibility of a solution. And then the engineer thinks the solution only derisory, as it will not allow him to

finish his construction on the given date. He cares little whether the solution will be useful to the engineer of the 22nd century; we feel otherwise and are happy if we have saved for our grandsons even if we could not for our contemporaries.

In engineering investigations the problem of determining the maxima and minima frequently occurs. The output of an electric machine is to be found, at which its efficiency is a maximum, or, it is desired to determine *that* load on an induction motor which gives the highest power-factor; or *that* voltage which makes the cost of a transmission line a minimum; or *that* speed of a turbine which gives the lowest specific steam consumption.

The maxima and minima of a function can be found by plotting the function as a curve and taking from the curve the values x, y which give a maximum or a minimum. This method of determining the extreme of functions is necessary, if the mathematical expression between x and y is unknown, or if the function is so complicated, as to make the mathematical calculation of the extreme impracticable. Example 1: Determine the magnetic destiny at which the permeability of a sample of iron is a maximum. The relation between magnetic field intensity, magnetic density and permeability cannot be expressed in a mathematical equation, and is therefore usually given in the form of an empirical curve, relating density and intensity.

Example 2. To find the output of an induction motor which gives the highest power-factor. While theoretically an equation can be found relating output and power-factor of an induction motor, the equation is too complicated for use. The most convenient way of calculating induction motors is to calculate in tabular form for different values of slip, the torque, output, current, power and volt-ampere input, efficiency and power-factor. From this table corresponding values of power output and power-factor are taken and plotted in a curve, and the maximum derived from this curve.

It is interesting to note what an important check the graph was to Prof. Willis in his calculations and tables relating to the breaking of railway bridges. When he laid down in curves the numbers contained in the last five columns of an important bridge-work calculation, several errors were detected in the latter half of the table. These errors were corrected by re-examining the figures and operations.

There are those who bring discredit upon the value of mathematics in the service of science by their puerile endeavors to turn to account in their work what facilities they possess in mathematical discipline, to force into the garb of a mathematical formula some irrelevant feature, some supposed numerical relation. The delusion is that no science is accurate until its results can be expressed mathematically. The error comes from the assumption that mathematics can express complex relations. Mathematics can at the utmost deal with only a very few factors and cannot give any comprehensive expression of the complex relations with which the biologist has to deal. While here and there mathematical methods may aid him, he needs a kind and degree of accuracy of which mathematics is absolutely incapable. With human minds constituted as they actually are, we cannot anticipate that there will ever be a mathematical expression for any organ or even a single cell, although formulæ will continue to be useful for dealing now and then with isolated details. Moreover, biologists have to do with variable relations, some of which of course can be put into mathematical form, but even the simplest variations become clearer when presented graphically. The value to every student of science of the graphic method has been immense. We doubt if any but a mathematician of the highest order is fully qualified to discuss the possibilities and limitations of mathematics as applied to the several branches of science.

"Graphs" have peculiarly direct and vivid effects in conveying the meaning of facts and convincing the mind to action. For this reason they are coming rapidly into wide use among operating officials, engineers, sales managers, purchasing agents, statisticians, educators. Yet only a fraction of the range of their usefulness is realized and but little practical literature of the art of graphic recording of data has been as yet available.

After a person has collected data and studied a proposition with great care so that his own mind is made up as to the best solution for the problem, the larger and more difficult part of the work is to convince the minds of others that the proposed solution is the best one—that all the recommendations are really necessary. The accurate data and real facts are valuable, when it comes to getting results the manner of presentation is more important than the facts themselves. Ordinarily facts do not speak for themselves, and when they do the wrong conclusions are often drawn from them. It is becoming more generally realized how much depends upon the method of presenting facts, as compared with facts themselves, hence the large increase in the use of graphic methods of presentation. Then also, there is the great

saving of time for mankind, because more facts can be absorbed and with less danger of misinterpretation.

Willard C. Brinton writes in the Engineering Magazine, that if the average citizen, and especially the business man, knew how to interpret charts and curves it would be feasible to convey to him in effective form those facts relating to broad public improvements, public service, operation and national, state, or municipal management, which might affect the whole fabric of our civilization. Archimedes wanted only a fulcrum for his lever and he would move the world. Brinton suggests that if the world *is* ever moved it will be by facts properly presented. The method of presentation is the fulcrum without which facts as a lever are useless. It is interesting to note also that there are possibilities of graphic presentation becoming an international language.

One of the business man's chief assets is his ability to show things to others in their true proportions. He is continually making contrasts and holding up for comparison different propositions which come up in his daily affairs. The graphic method lends itself admirably to this purpose. It is surprising how much clearer even simple comparisons of only two or three items will appear when their numerical value is put in graphic form rather than in figures.

There is a great opportunity waiting for the man who can combine cartoon methods with accuracy of numerical statement. On Commercial Geography texts there is also much room for improvement. As it is now widely taught in the public schools by listing the various imports and exports of countries and the products of the various cities, it fails to give a clear idea of the relative importance of the materials listed, whereas the graphic method would make a tremendous difference in the student's grasp of the subject.

An excellent example of what the graphic method can do to boil down complex facts for quick interpretation by the reader is found in the pamphlet issued by the Division of Education of the Russell Sage Foundation regarding the public schools of the United States. In this case the schools of each of the 48 states were considered from each of ten different viewpoints. The different states were then arranged in grades 1, 2, 3 or 4 according to the efficiency of their schools from each of the ten different points of view from which they were considered. The best grade under each heading shown by means of a white rectangle, 2nd grade by light cross-hatching, 3rd grade by dark cross-hatching and the 4th and worst by solid black. States are shown in the complete chart in their comparative rank. The state with the best schools is shown at the top of the chart and the state with the worst schools is shown at the bottom of the chart. Pennsylvania, it will be remembered, is 23rd on the list. On the chart as a whole one can see at a glance just how schools of any state rank with those in the other states and wherein the greatest defects occur. This chart was in a thirty-page illustrated pamphlet sent broadcast over the United States by the Foundation to members of Legislatures, school boards and teachers. It has resulted in the appropriation of some millions of dollars for the improvement of public schools. This graphic presentation of this very important subject did more to wake up legislatures than twice the number of facts could have done, if presented in the usual way.

This graphic method of conveying statistical information has long been in use among writers on economics and social science, and the psychological laboratories use the curves to illustrate the phenomena of fatigue, attention, sensitiveness to pain and what not. The magazines of the day and the catalogues and announcements of the progressive schools of the New England States and of the West have all caught on to this desirable species of shorthand, and while the graphic illustrating is sometimes poorly done, in that the wrong impression is gathered by the hasty reader, we have good reasons to congratulate ourselves on living in an age which, though somewhat remiss in following the straight line which leads to duty, is ardent in the pursuit of the curved line which leads to truth.

Miss Mary Woodmansee, of the Norristown High School, and Dr. Rorer, of the William Penn High School, continued the discussion. Miss Woodmansee's paper was as follows:

MATHEMATICS AND SCIENCE.

Until quite recently, the real value of meetings such as this we to me a questionable quantity. The mere presentation of many diverse opinions on the teaching of mathematics, without eventually throwing them into a crucible, and extracting a final definite conclusion which would be acceptable to all, was always a source of keen disappointment to me. But a more comprehensive vision has removed this difficulty.

Throughout all the years of the past, conscientious teachers have been able by some means, not only to transmit the mathematical knowledge previously acquired, to succeeding generations, but have been able somehow to inspire a few pupils with such

a love for the science that their later research in the field led to the discovery of new truth. And this has been accomplished without singleness of aim and without standardized method. So will it ever be. After the last word has been said by way of discussion, aims and methods will continue to differ; but the eternal truths of mathematics will maintain their exalted place, and the coming generations will continue to be enriched by the acquisition of mathematical knowledge.

Nevertheless, while there can be no generally accepted hypothesis as to the ultimate aim in the teaching of mathematics, nor yet as to the best method of presenting the subject, these discussions are productive of great good. It is not necessary that we all think alike; but it is necessary that we all think; and the teacher who listens to the earnest convictions and experiences of another, while he may not be convinced of the truth or falsity of the argument, will be constrained to examine his own creed a little more closely, and be a better teacher as the result.

The statement that mathematics is by far the greatest of all the sciences need scarcely be defended before a gathering such as this. Nothing, I think could be more apparent than that to mathematics we are largely, if not wholly, indebted for the steady onward advances which have been and are being made in the physical as well as in the social sciences.

Indeed, who could for a moment question but that the very foundation of the physical world rests on a mathematical basis; and that the evolution of our splendid social structure has depended on the mathematical factor. Eliminate mathematics, and the universe would collapse; eliminate the mathematician, and society would become chaotic.

Having thus paid our respects to the science which we all love by acknowledging our indebtedness to it for all past achievements, as mathematicians, we cheerfully assume the responsibility of guarding its future glory by endeavoring to ascertain and contribute to the needs of the present.

You have requested me to give my views on the relation of mathematics to the physical and social sciences. It is quite evident that my opinion must be from the standpoint of the secondary schools. The question then becomes: Is mathematics as taught in the secondary schools closely enough related to the various phases of our complex social life, as well as to the great problems which underlie all physical phenomena? And my answer to the question depends entirely on my conception of the present-day demands in the line of mathematical knowledge.

In the first place, in order to perpetuate our community life and commercial relations, it must be conceded that every member of society must have sufficient mathematical ability to perform the problems which may come in the life experience of every average citizen. But in addition to this, in order that civilization shall continue to progress, we must have some individuals who are thoroughly trained in the science of mathematics. Our monster machines must be built—our Panama canals must be dug—and our electric miracles must be performed; so that from somewhere must come our expert mechanical, civil and electrical engineers. The great problems of human life in the fields of biology, political economy and sociology must be worked out: hence from somewhere must come our expert statisticians. But more than this—new planets must be discovered, and the exact time of the reappearance of a comet must be foretold; hence from somewhere must come our great thinkers in the realm of pure mathematics.

So to arrange the work in mathematics from the primary grade on up through the high school so that not only shall all the pupils receive the training which is necessary to render them capable of applying the mechanics of mathematics in the real situations of daily life, but that these possible, embryonic, expert mathematicians shall be discovered, and given sufficient inspiration to start them on their special lines of study, is the problem which we are endeavoring to solve.

Fortunately, or unfortunately, it has never been my privilege to arrange a course of study; and when one is a part of a system the best one can do is to teach as nearly as possible along the line of the requirements. Nevertheless I do have the pleasure of entertaining a few deep-seated convictions, and these I shall endeavor to express.

First, the demands for a readjustment of the course of study in the grades below the high school is apparent, owing to an increasingly crowded curriculum, and the consequent necessity of economizing as to subject-matter. A course of study that would eliminate the non-essentials, and allow time for drill and practice in the common problems that come within the child's experience would undoubtedly promote the attainment of the real aim in the teaching of elementary mathematics. The plan of requiring no formal drill work in grades I and II, constant drill in the fundamental

processes in grades III to VI, and these processes applied to the working of real problems suggested by local business conditions in grades VII and VIII, would certainly be an ideal arrangement, provided the situations requiring the solution of practical problems were made real enough to enlist the interest of the child.

If the subject-matter of arithmetic were thus sufficiently curtailed as to allow this emphasis to be placed on the essentials, and the time in grades VII and VIII, which is in so many cases wasted in a futile endeavor to teach the non-essentials, were given to the study of the simple equation and metrical geometry, then the first aim in the teaching of mathematics, that of giving every member of society the ability to work the problem which must come in the life experience of every average citizen might be realized by the time the child has finished the grammar school; which is particularly desirable, since the school life of so many ends at this point.

If the pupils who had been thus trained in the essentials of arithmetic and introduced in the sciences of algebra and geometry, and whose privilege it was to prolong their school life, could then enter the high school, and continue the study of arithmetic and algebra side by side throughout grade IX, then take up demonstrative geometry along with the latter part of algebra in grade X, and finally take up solid geometry and plane trigonometry, then so far as arrangement of subject-matter is concerned the course, in my estimation, would approximate the ideal.

And now if the process of elimination could go on, and from each of these mathematical subjects all the "chaff" could be set aside or treated lightly, and the grains of wheat could be planted and cultivated and nurtured until they became thoroughly "rooted and grounded," then the relationship between secondary mathematics and the other sciences could be made a much more vital one.

It would not be necessary to apply a great number of the principles of mathematics in the working out of the actual problems of these sciences; but the application of a few would be sufficient to show the close relationship existing. The child should be made to realize that the engineer who builds bridges and ships—the physician who is interested in vital statistics—the scientific farmer who cultivates the soil with the greatest profit—the merchant who understands the effect of a higher or lower percentage of tariff on trade—the baker who would bake the largest loaf for the least money—the life insurance agent who must work out the probabilities of life and death—the beef-packer who must figure out in minutest percentages not only the amount of beef from a thousand cattle, but also the amount of by-products, such as hides for leather, hair for plaster, and bone for bone-meal—the practical statesman who must know if the railroads should be allowed to increase their passenger rates; these, and in fact all men of affairs must have a knowledge of mathematics.

Now the branch of mathematics the character of which would admit of the largest amount of application, is the one which is in many cases omitted from the high school course; viz., arithmetic. As before indicated, I believe that arithmetic should be carried over into the high school, and studied parallel with beginning algebra, and the more difficult problems of the arithmetic solved by algebraic processes. If the pupil understands the use of the simple equation, finding the time required for a sum of money to amount to a given sum if placed on simple interest at a given rate becomes a very easy problem. And so with the problems of the physical and chemical laboratories; if the simpler formulæ of physics have been presented, and real problems involving the manipulation of the formulæ solved in the algebra classes, the relation existing between the two sciences will become a real thing in the mind of the child.

By all means the graph should be introduced early in the study of algebra, if for no other reason than to make plain the solution of simultaneous equations. But when it is seen that by graphic processes mathematics may be brought into direct touch with the great mass of facts in *all* the affairs of interest then it surely must be conceded that the time spent by the pupils in observing and accumulating actual data, and so arranging them that the eye can readily grasp the varying relations, must result in making mathematics, which in the case of some pupils is taken as a dose of medicine, a matter of interest; and hence, its use is justified.

And so with geometry; the pupils should be required to solve some real problems, objectively if the situation is entirely novel, and direction should be given as to how the theorem is used in other fields of learning.

The boy who figures out the length of a stair-horse, of a stairway having sixteen risers, each riser being seven inches and each tread ten inches, by trigonometric processes, and checks his result by a foot-

rule, will not only see the relation between trigonometry and the practical problem, but will understand the idea of trigonometric function more clearly than by working fifty problems involving inaccessible distances and phantom ships at sea.

For, after all, the real value of the applied problem does not lie in the problem itself but in the light which it sheds on the whole subject. A principle which by repeated application sinks down to the level of the clear understanding of the pupil, becomes to him an invisible guiding hand; which leads him safely through the difficult and abstract truths which he meets later on.

The following officers were elected for the year 1915, Prof. L. J. Ulmer, Williamsport, President; Prof. Maurice Babb, University of Pennsylvania, Vice-President; Dr. Bertha M. Clark, William Penn High School, Philadelphia, Secretary.

COMMERCIAL SECTION.

THE Commercial Section met in Room 13 of the Technical High School, Prof. H. W. Patton, of Philadelphia, in the chair.

The first paper of the session was by Prof. R. J. Bennet, of Philadelphia, upon "The Development of the Balance Sheet." This was followed by Prof. L. L. Hammond, of the Commercial Department of the Altoona High School on

WHAT BUSINESS DEMANDS IN OUR GRADUATES.

New occasions teach new duties,
Time makes ancient good uncouth;
They must upward still and onward,
Who would keep abreast of truth.

These familiar lines from Lowell perfectly express the spirit of the movement of which I speak to-day. Commercial teachers of America are rapidly awakening to the new demands of the new day, and will rise to meet them. True education trains for occupation, for citizenship and for character. There are two classes of undesirable educators, each trying to bend the trend of public school progress in its own direction. The one forgets the necessity of earning a living, while the other sees very little in life beyond making money, and desires to eliminate the languages and every subject that does not contribute clearly and directly to strictly utilitarian ends. Aristotle said, "Virtue is a mean between two extremes." Wise economy is a virtue, but too little or too much economy produces the spendthrift or the miser,—among the worst of vices. On the same general principle, a very wise educational end or purpose, when pushed to the extreme of neglecting its important bearings and connections with other things, not only loses its real value, but leads to unsound, unbalanced and dangerous results.

All of us agree that no secondary school can be said to fulfill its highest function if it does not develop in the student sound and high ideals of citizenship and character. These ideals are not sufficient; they must be reinforced by the ability of the high school graduate to take his place in the world's business activities.

The growth of commercial education in this country during recent years has been phenomenal. The feeling that our high schools were not giving the kind of training needed by the ninety-five per cent. of our pupils who never attended college grew into a determined spirit of antagonism and caused the people to boldly demand that the high school offer courses of training which would fit its product for some specific practical thing. Something tagible was wanted. Advocates of commercial training passed their claim that the business course was the one that would best meet the demands of the ninety-five per cent. So strong did this demand become that the school men gradually yielded and introduced business courses. The success of the movement is rapidly overcoming every kind of opposition and is receiving the hearty approval of the general public. To-day nearly all cities of any considerable size offer a more or less extended course in commercial training, and the tendency is toward extending and lengthening this phase of education.

A commercial course should aim to equip young people as thoroughly as possible to engage in business affairs. The course should be extensive enough to enable the student completing it to stand upon the same plane intellectually and socially as those with scientific or classical training.

We frequently read in newspapers and magazines what miserable failures our public schools are. The desire for cheap notoriety on the part of the authors is responsible for a majority of the accusations. One difficulty, it seems to me, is the fact that many commercial schools of to-day are meeting the problems of yesterday, while business men want help in solving the problems of to-day. The constant demand of the business world is for better trained help, for a higher degree of efficiency. It has been aptly said that "there is nothing so dear as cheap help; nothing so cheap as the most efficient worker." Twenty years

ago there was a good demand for bookkeepers, as such. To-day that demand has changed, it is far more exacting. The business world demands that we train young men and women for business, and not necessarily to turn out bookkeepers, stenographers and typists. They need more than all else strong, forceful, honest men and women, big caliber men, who have a grip upon things and upon situations sufficient to enable them to step into the shoes of those who are passing off the stage of action,—men who can lead our march of progress to higher achievements. The business world demands that the young man or young woman be, first of all, a gentleman or lady, the proud possessor of an abundant supply of good common sense, be a neat and rapid writer, know how to spell and punctuate properly, be quick and accurate at figures, and know the difference between a filing cabinet and a waste-basket.

Business men want those who are willing to follow instructions, and who can understand and interpret them,—those with ability to grasp with quick intelligence the import or intent of instructions, even though hastily and roughly given, and to carry them out in spirit as well as to the letter. If our teaching fails to develop these characteristics, we have missed our mark entirely. It is the timber, the stock,—the raw material, if you please,—that carries the greatest weight with the present-day employer. The world desires primarily those who know how to transact business,—how to get it; secondarily those who know how to record it. Business expects or has a right to expect that our graduates possess self-control, self-reliance, perseverance, industry, loyalty and courtesy, power to form opinions and express them clearly, forcibly and concisely. It demands a clear head, the power to solve problems, knowledge of self and human need, high ideals of conduct and strength to cling to them, a fairly well-filled and well-disciplined mind. We must aim to develop intelligent and useful citizens before we train them to become efficient clerks or accountants. Emphasizing the value of "less of self" and "more of service."

The ideal business high school aims to fit the student for practical, general business, and by means of some technical skill place his foot on the first rung of the ladder. We must teach the boy that an act of dishonesty will dog his footsteps all through life. Teach him that courtesy is the golden key that unlocks the door of opportunity. Teach him the worth of accuracy in everything he does. Teach him that persistency will get him a job and that hard work will hold it. Once again I say, teach him these things, and you have helped him to earn his daily bread, and to lead a useful and honorable life.

To what extent are we meeting these demands made upon our graduates? Have we set for ourselves proper and legitimate objectives? Does the commercial course provide proper training for all its students? In order to gain information pertaining to these questions, the New York Public School System employed Dr. Frank V. Thompson, of Boston, to conduct an investigation of commercial high schools and their course of study. He made a careful analysis of the organization of several large business corporations in New York. In one case, that of a large dry goods house, employing over five thousand people, he found that the clerical force, including stenographers, clerks, bookkeepers and auditors, represented only 13.8 per cent. of the total number employed. 39.5 per cent. represented the combined items, buyers and sellers. "The results is significant," says Dr. Thompson. "Certainly clerical training does not prepare immediately for the largest section of commercial employment, namely selling." The training of competent bookkeepers and stenographers is a thoroughly proper and legitimate objective, but shall we stop there? The business world demands a competent clerical force, but its demand for competent buyers and sellers is equally, if not more, pressing. The training of clerical employees can no longer be the sole object of true commercial education. Business training should cover a four years' course, arranged with due regard for the needs of the 85 per cent. who, under the present organization, receive no specific training. We must therefore "emphasize the larger and more important aspects of commercial activities such as merchandising salesmanship, business organizations and advertising." The marked development of schools of salesmanship conducted within stores and correspondence schools of a similar nature illustrate, so far as they go, the growing conviction that other and more important functions of business must have appropriate training. Cannot a large part of the ninety-four per cent. of failures of business men be attributed to the lack of real commercial training for the real conditions of the business world? A properly arranged four-years course in business is as cultural and respectful as any other course. This "preparation for life" is the rational function of a text-supported high school. Business men want their employees to possess common sense, maturity and general informa-

tion,—traits not usually possessed by boys and girls a year or two out of the grammar grade.

The chief reason for the present condition of affairs is that the majority of our courses are planned by college-trained men who labor under the restriction of college preparatory ideas, those who have spent most of their time and energy in studying the entrance requirements for college and not the entrance requirements for a business career. Since more than ninety per cent of all high school students later enter the "college of bread and butter" the injustice is evident. To assert that commercial courses may be made more efficient is not a confession of weakness, but a frank statement of conditions.

What can we do to better these conditions? In the first place, we must evolve some plan to give the students the equivalent of experience. The instruction must be of such a nature that will beget confidence in the student's ability. We should teach our pupils that advancement in business comes only to those who earn it; make them realize that it is a question of efficiency only, and that there is competition in efficiency as in other things. Emphasize more fully the duties of the employee toward the employer, remembering that we have not taught until the pupil has learned.

The commercial instructor must go out into the industrial life of the community and learn at first hand what is expected of the young people when they leave school, and then have sufficient courage and initiative to change the course and method of teaching to best equip the student for the demands made upon him. There is nothing that gives one so broad a view of the demands of the business world as coming into actual contact with the problems of every-day business. A teacher of business should also be a business man and know what is required down the street in business. The person who is satisfied because his course is just as good, or even better than the one he had as a student, who is not willing to believe that there can be improvements in his work, in his methods, and the subjects taught, has no right in the ranks of commercial teachers. Imparting instruction in one of the dead languages or some other subject that does not have to do with modern life and activity is more properly his calling.

Instruction in salesmanship is one of the crying needs of the hour. While it is not possible for every school in the country to introduce a regular course in salesmanship and in writing advertisements, every teacher should teach his students to sell their ability. One of the weakest points of boys and girls after leaving school is the inability to advertise and sell their skill and efficiency,—their stock in trade. The first step in salesmanship should be learning to write a letter of application which will bristle in description of the power and talent one has for sale. In English work, have them write letters and articles which would lead to the selling or advertising of different articles of commerce.

The employer's needs vary in accordance with the requirements of his business, so we can do no more than train our students for the average demand. It cannot be expected that we develop prodigies along particular lines or specialists in all subjects. The training most desired is that which gives the student the power to think and to develop quickly after he has left school. His school work should enable him to adapt himself to the varying conditions.

A well planned and well carried out lecture course by practical, representative business men is one of the most valuable assets in the whole business course. Such a course not only imparts valuable instruction to the student, but is also of inestimable value to the teacher. A course of lectures is not in any sense a new feature, but should be extended and, as far as practicable, be followed out by every business school. Personal letters to leading business men, asking them to state frankly what their peculiar needs may be, is also a very valuable means of making our work more effective.

In conclusion, be sure the course is so arranged as to give proper business training to all, and not to only a few; give the pupil a sound foundation, not special training, develop common sense and good judgement rather than technical education. We as teachers should visit the business houses and observe the methods in vogue, and whenever possible get practical experience which will enable us to get at first hand the information needed to properly train for business those entrusted to our care. We must have our courses well planned and follow the plan, so that every day's work shall bring us a step nearer the accomplishment of the real object. If commercial education is to gain the heights toward which it is aimed, we as teachers must serve our purpose well. May it be said of us, "Well done."

Prof. G. P. Eckels, of the Brushton high school, Pittsburgh, spoke at some length, and Prof. J. R. Saul, of the Peabody high school, Pittsburgh, made an address in which he traced the student's progress step by step from the beginning of his high

school work until graduation. He spoke of the methods of conducting the work in the Pittsburgh schools, and suggested ideas for improving courses generally.

OFFICERS FOR NEXT YEAR.

The following officers were elected to serve for the ensuing year: President J. H. Saul, Pittsburgh; Vice-President, L. L. Hammond, Altoona; Secretary, S. P. Dietrick, Reading; Treasurer, G. P. Eckels, Pittsburgh.

MODERN LANGUAGES.

IN the absence of the Chairman, W. T. Hemig, of Pittsburgh, the Secretary, S. P. Uhler, of Easton, took charge of the meeting.

The first paper was by Prof. G. C. L. Riemer, of Bucknell University, Lewisburg, on

ESSENTIALS IN THE ACQUISITION OF GERMAN.

Before beginning a discussion of the essentials in the acquisition of German it is even to-day quite necessary to define one's position. There is still great lack of agreement even among us teachers as to our aim and final goal, a fact that has divided us into two main camps. On the one hand, many teachers, with a view to the practical side of language teaching, urge us to teach young men and young women to speak and write the language in question, *i. e.*, to prepare them for conversation and correspondence; on the other hand, teachers just as numerous and proficient and with motives just as worthy contend that the chief aim in the teaching of German should be the ability to read. The teacher's methods, his manner of presenting and treating the subject, will of course largely depend upon his convictions on this particular point. During an experience of twenty years I have held, and hold more firmly to-day than ever before, that our goal should be intelligent reading, the reading of the language without translation, without the medium of English.

There are many reasons why I have held such a view. Let me enumerate a few of them. In the first place, there are various conditions in the United States very unfavorable to anything but the reading knowledge of a foreign language. Our geographical isolation is here a marked disadvantage. In an hour or two, we cannot reach the land of a foreign tongue; and about every one with whom we come in contact on our shores can speak English, in fact, prefers to do so. We have consequently but few occasions to use any language except our own. Without opportunities for speaking, however, there is no practice; without practice we do not acquire, but rather lose the speaking knowledge of any language. Furthermore, the classes in our institutions are still kept too large, a fact that prevents the teacher from giving proper attention to individual students. Again, the time devoted to language work in our schools is too short. Why, some schools still give a one-year course! And how can we expect to do even in four years what the teachers of Europe, and that is an established fact, do not accomplish in nine years? Then, our students are somewhat too old when they begin a foreign language. The age of nine or ten is much better adapted to the acquisition of the speaking knowledge of a language than that of fourteen or fifteen. The younger boy or girl seems able to produce almost any sound without difficulty. And the new sounds and foreign phrases are retained much more easily. Finally, there is another reason why I think it unwise to aim at a speaking knowledge of the language. Our teachers are not properly equipped. The majority of them could not give proper instruction for such a goal even if other circumstances were more favorable. And the blame for this I do not put upon the teacher. Where is a young man or woman to procure fitting preparation for that style of teaching? Surely not in our colleges? I doubt whether many American colleges give their students a training in German that would make it possible for him or her to teach that language with a speaking knowledge as the goal. Colleges are not teaching German with such a purpose in view. For the command of a language, required for such teaching, a trip abroad is recommended. But on what is the trip to be taken? Surely not on the salaries offered college graduates, volunteering to teach German?

But then, in the second place, there are reasons why I favor an intelligent reading knowledge, which have nothing at all to do with the peculiar American conditions enumerated above. They would hold true anywhere. I believe the gains are here more immediate, greater, and more permanent. As to the mental training there is no comparison at all. Through intelligent reading the students advance in culture, and add to their store of knowledge. They grapple with ideas from loftier planes; models of style and thought leave their influence. German, taught with such a goal in view, becomes, in mind, a source of inspiration and mental discipline second to none.

For such reasons, it is clear that my an-

swer to the question, "The acquisition of the essentials of what?" would be, the acquisition of the essentials of intelligent reading. And all the various parts and subdivisions of my teaching are but means toward this end. Writing and speaking are also taught, not for their own sake however, but because I believe that through them my real goal is more easily and completely attained.

Having made clear my position, it is now possible for me to discuss what I consider the essentials of intelligent reading to be. Let me begin with pronunciation. According to some teachers it is not absolutely necessary to be able to pronounce with any degree of accuracy the symbols of a printed page. They claim that any sound will do. With such a view I have but little sympathy. For it is my belief that it is our duty to teach the true sounds of the foreign language, that the true sounds add to the beauty of poetry, if not of prose; that the generally approved pronunciation alone can assure the common basis of mutual understanding, required in school and the world. We need not care to be able to speak a foreign language, but, when we pronounce a foreign word, in reading or from memory, we wish to be understood.

Next in order I should like to mention the essentials of grammar. All language teachers agree that knowledge of grammar tends toward accuracy in language work. There seems to be a difference among us only as to method of presentation and quantity.

In the third place come the essentials of vocabulary. This phase of our work is of prime importance, and so far we know but little about it. And that is a sad state of affairs, for a good vocabulary without pronunciation or grammar takes us farther than proficiency in the latter two without the vocabulary.

Finally I must call to mind the essentials of life, history, literature, and geography, Without an introduction to this side of our chosen field young men and women will not understand or appreciate the products of the great minds of Europe.

After a declaration of my creed and a statement of the essentials of intelligent reading I can take up in detail the acquisition of the various essentials. And I shall first try to find an answer to the question: How do I think the essentials of pronunciation can best be acquired? My answer in brief would be: By imitation and phonetics, by practice in hearing and producing the sounds. In my mind, there is at the beginning of language work no more important matter than the acquisition of a good pronunciation. It lies more in the hands of the high school teachers than any other part of the study of German. When students have formed incorrect associations with the various language symbols, all efforts on the part of college teachers to help them acquire a good pronunciation are all but to no purpose; and they cause a greater waste of time than anything else bequeathed to us. The task of tearing down and building anew confronts us, and the force of formed habits forever confounds us. To-day we believe the monster slain, to-morrow it raises its mighty head in all its stubborn terror. If sound associations must be taught, let them be correct ones!

Let me now consider what part imitation plays in acquiring a good pronunciation. In the case of high school bovs and girls a most important one, and with students more advanced in years it may also be used to good advantage. Since many sounds are not difficult, it is a saving of time to learn them through the ear. And with the remaining sounds, more difficult and complex, imitation should be given a trial, too. It may be that the student catches the sound correctly and can use his speech organs with skill and precision. Let the teacher then, in all cases, act as guide, pronunciating the sounds carefully and distinctly; let the student imitate, repeat and follow.

And phonetics? How far should that be used in the acquisition of a good pronunciation? To the teacher I should recommend its constant use, all the time and to the full extent. In making such a statement I do not mean that the teacher must possess much knowledge of theoretic phonetics. It is necessary to know the different organs of speech, and how the various letters are formed. But that is not such an insurmountable task for any teacher, even if he or she never enjoyed a course in phonetics while at college. According to my experience it is largely a question of patience and close observation. By making use of the chapter on pronunciation, built up on a phonetic basis, in any good grammar, and with the aid of a hand mirror, a teacher can soon learn what part the various organs of speech play in the production of sounds. Then there should be untiring efforts on the teacher's part to develop a delicate sense of hearing. With patience and diligence great progress can be made in this particular. One must simply make up his mind to hear what is said, and with time the power of hearing will increase. Equipped with a trained ear and with an understanding of the production of the various sounds, the teacher may face a

class with confidence. In the class-room this power will then be used for the purpose of diagnosing and correcting the sounds poorly produced by the students. Through the ear, by observing the position and the shape of the lips, and by noting the wide or narrow opening of the jaws, the trained teacher will detect the defects in pronunciation, and can then let his or her knowledge of phonetics serve the student as a guide, as an adjustive or corrective measure. If the student, for instance, should pronounce the German word 'Mal' with the sound of 'a' in the English word 'all,' the teacher's knowledge of phonetics would be of great help. For a single glance at the student's lips would show a rounding of the lips, a position that they do not have in producing the German a in 'Mal.' With one word from the teacher the trouble would be removed, and the student acquire the correct sound. Or if the German 'ü' should be pronounced like English e in be, the teacher's eye would observe that the lips are not rounded as they should be in the production of that peculiar sound. And one word from the field of phonetics would again remove the difficulty.

In the way indicated above I believe imitation and phonetics are used to the best advantage in acquiring a good pronunciation. With such a basis I should urge constant practice for both the ear and the organs of speech of the students. Let them hear the foreign language as much as possible. As long as practicable, read aloud to them the vocabularies and reading lessons of succeeding days at the time of assignment. And it is my opinion that the assignments should be made at the beginning rather than at the end of the recitation. Such a practice takes time, but it has been my experience that it pays. The time may be made up in some other way.

Before leaving the subject of pronunciation I should like to draw attention to a few things that the teacher ought to watch. When a German speaks, he has his lungs quite full of air, the muscles of his chest are quite tense. There is, as it were, much more pressure on the bellows than with us. And connected with this is the glottal stop or catch. This is a short stopping of the breath before the pronunciation of all initial accented vowels. It is the closing and opening of the "glottis," the space between the vocal cords.—Furthermore, the lips are brought into play more, too.—On the other hand, there is one thing the student must cease doing. When speaking English we produce the so-called dipthongal glides. This is due to the fact that we move the tongue or lower jaw while producing long vowels. The words, 'day,' 'line,' and 'prunes' illustrate that very well. In pronouncing German vowels, the student must then be careful not to move the tongue or lower jaw. Otherwise, the sound will not be pure. It is the duty of the teacher to point these facts out to the student and thus help him acquire them.

In my own work I have found it beneficial to draw attention to vowel quantity and to division of syllables. There seemed to be no difficulty in them for the student when cautiously and calmly given, and the pronunciation was improved thereby.

Without taking them up too much in detail, I want to mention some sounds with which the members of our entrance classes have trouble. Initial 's' is pronounced like 'ts' instead of like 'z'; 'z' in the same position like English 'dz' instead of like 'ts'; 'sch' is spoken like English 'sh,' i. e., without the necessary protuding of the lips; 'ch' is turned into 'k.' Above all troublesome sounds seems 'ch' in words like 'mädchen,' 'mancher,' etc. The trouble is, the student closes the air passage too soon. I get results when I urge the students to dwell on the sound, to allow the breath to come out, to use more time. In the case of 'Mädchen' and the like I ask them to make a pause between the 'ch' and the preceding consonant. To 'ä' and to long 'a' is given a rounding of the lips, and from 'ö' and 'ü' the necessary rounding is usually lacking The unaccented 'e' in words like 'Knabe,' 'habe,' 'Blume,, and the like is not slurred; and short 'o' in words like 'Gott' is rarely pronounced correctly. And then there are some more slips, such as 'g,' 'h,' 'l,' 'r,' and 'v'; but I must turn to my next subdivision.

The second main point of my discussion concerns grammar. In this realm many sins, I believe, have been committed. Too often grammar has been made an end instead of a means. Forgetting that theoretic grammar is void of interest and meaning to any normal boy or girl, many a teacher has wasted hours of precious time on pages of exceptions, peculiarities, and strange and rare idioms. Under such circumstances the subject of study becomes the grammar and not the language. With a few words on the acquisition of the essentials of grammar I hope to make clear my position on this subject.

Before taking up the acquisition of these essentials, however, it will be neessary for me to state what I consider them to be. In my mind they are those great universals, those leading facts and principles, those phenomena of grammar that occur every-

where, on almost each page of text. I see them in certain forms of the verb, in the articles, in dieser, diese, dieses; in the inflection and comparison of the adjective, in the personal and relative pronouns, in the declension, but not classification of nouns, and in word order.

And now, how are these essentials of grammar acquired to the best advantage? Since they are of such frequent occurrence, it is an economy of time and mental energy to acquire them in groups. A clear and concise statement of the principle should be followed by thorough and varied drills and exercises. The portions assigned ought to be small, and the drill and practice should be continued until the use of the respective forms becomes automatic. Otherwise the labor and pains are all lost. In this way the essentials are made to stand out prominently, and they become in this way a sound basis for the learning of the grammatical details that are more or less irregular and of less frequent occurrence. The regularities and the irregularities will then fall into two distinct groups, the one boldly fixing the other in the mind of the student.

If one examines the various German grammars it soon becomes evident that the course of procedure in grammatical treatment is not always the same. I do not know why that should make any great difference. When dealing with details of grammar all of us doubtless have a method of our own, and must adapt the grammar to our plans and wishes. On the whole, however, I have always preferred a grammar that places chief stress on the verb and that affords an abundance of exercises, based on a more or less connected text.

Considering the acquisition of the essentials of grammar, I should, therefore, proceed straightway to a treatment of the verb if I did not know the advantage of knowing the definite and indefinite articles, and dieser. These words are a great help to the student in regard to case and gender, and the drill on the verb calls them in so often that their endings become so well fixed in the student's mind that future chapters in the grammar are learned without conscious effort. But let me now begin with the verb.

After the students have learned that the form of the verb, appearing in the vocabulary with the ending -'en' or -'n,' is the infinitive, I should put them at the past indicative. And I should keep them at it until they have learned not only the past tense of the weak but also of the strong verbs. I believe it an advantage and more natural to treat the verb at first in this way, i. e., by tenses rather than by groups of weak and strong. After a clear statement of the principle at stake, as brief and clear as possible, there should follow a succession of exercises or drills until the student feels familiar with that particular division of the verb. And there is no reason why the past of compound verbs could not be learned at the same time. It adds but slight difficulty and allows one to vary the exercises without making the drill monotonous.

The present indicative I should teach in the same way, i. e., the present indicative from beginning to end, of the weak verbs. as well as of the strong. The exercises now become quite varied and full of interest. The compound verbs are again brought in, and prove very helpful. After the present indicative has been thoroughly mastered, the imperative should be taken up. Then would come a chapter on the past participle, which would pave the way for a discussion on the principal parts of a verb. And right here the acquisition of the principal parts of the common verbs should begin. Experience has shown me that it does not pay to bother about the various classes of strong verbs. Students had better learn them as they meet them, gradually, bit by bit. In that way we learned ours in English, and the Germans theirs in German. The compound verbs should again receive attention.

And now the way is open for a chapter on the present perfect, and one on the past perfect.—The use of the auxiliaries haben and sein offers here no great difficulty. When the pupil has caught the principle, practice will do the rest. Separate chapters on the future and the present participle should follow.

After the indicative has been mastered, the subjunctive is exceedingly easy. With the same set of endings for the present and past, the subjunctive is very regular and should be learned by any student in a very short time. The exercises can be made quite varied and useful. Students find it advantageous to read a passage, changing every indicative to the corresponding subjunctive form. And besides, what an abundance of exercises the changing of easy direct statement into indirect statement offers.

In the past-present verbs like 'müssen,' 'mögen,' 'sollen,' etc., should be learned in a chapter by themselves. Their markings are too individual to be treated in any other manner. And when studied together it is possible to construct better exercises.

With a clear statement of the principle

involved in its formation, the passive voice becomes one of the easiest divisions in the German grammar. There is really nothing new to be learned, and the exercises of drill are easily made. They have an added value in the fact that they may be used as means of reviewing the points of grammar already covered, without diverting the student's attention from the main point. It is the use of the passive voice that causes trouble, for students cannot always distinguish between 'das Brot wird gegessen' and 'das Brot ist gegessen.' But that is a matter of thought and not of form. Experience and practice will bring light here too.

In the preceding discussion concerning the essentials of the verb, I have often spoken of drill, practice and exercise. Let me give you some idea of what kind of practice and exercise I mean.

When the student has once seen the point of the principle at issue it is, I believe, a waste of time to cover the blackboard or fill the air of the class-room with empty, meaningless paradigms. Such work is deadening, and the time of recitation ought to be used to better advantage. Let the students conjugate in full short sentences like 'ich glaube das nicht,' 'ich sehe des Haus,' 'ich gehe heute fort,' etc., to make them familiar with the present indicative, and short sentences like 'ich kaufe den Hund,' 'ich ging in die Stadt,' etc., will do the same with the past indicative. In the same manner the remaining tenses and verb forms should be treated. Then there ought to be exercises that require changes from singular to plural, e. g., 'ich gehe zu Bett'—'wir gehen zu Bett,' 'du gehst in die Stadt'—'ihr geht in die Stadt,' 'er geht fort'—'sie gehen fort.' Others should again be built up on a basis of a change of person, e. g., 'ich lese das Buch'—'er liest das Buch,' 'wir lesen das Buch'—'sie lesen das Buch,' etc. And then, questions based on the text may be used to call forth almost any desired form. I use some questions of the type, 'was macht man mit den Ohren?' 'was macht man mit den Augen?' And I like sentences with omitted endings, or even with the whole verb left out. Furthermore, when several tenses have been learned, it is advisable and profitable to ask for a change of tense. Students find it advantageous to change each verb form in a paragraph or two of the text to the corresponding form in some other tense or tenses. If the text happens to contain some sentences like 'der Mann lief nach Hause,' the corresponding form in the present would, of course, be 'der Mann läuft nach Hause,' and in the present perfect 'der Mann ist nach Hause gelaufen,' etc. By means of such exercises it is possible to emphasize the forms that should be either the ones offering the most difficulty or those that are used most frequently and that should therefore be known first and best. It is, for example, more important to stress the third person singular than the familiar second singular, and the third person plural than the familiar second of the same number. The passive voice can be acquired in the same manner as the active; and then fitting verbs of the active may be turned into the passive. For the subjunctive I have already mentioned some drill work, the most suitable and profitable being to change direct statements to indirect. Exercises of this nature help the students to acquire at the same time a set of familiar and useful phrases. In my teaching I do not feel the need of any English-German exercises to fix in the minds of my students the forms of the foreign language. There are, however, teachers who use them to advantage. I prefer to work in the foreign language as much as possible even if it does take a little more time to cover pages. It is with me not a question of pages but of thoroughness, not of quantity but of quality.

The teaching of the declension and classification of nouns forms one of the most difficult chapters of the German grammar, and their acquisition is no easy task.

I do not think it wise to have students learn rules of gender, either at the outset or during their study of nouns. Such rules are empty and dry, and often have so many exceptions that one becomes justly annoyed and disgusted. I do admit, however, the rule for the gender of nouns in -ei, -heit, -keit, -in, -schaft, and -ung. The gender of each noun should be learned as the student meets it, by means of the definite article. Observation and practice will win the day. Let the definite article be to the noun what a label is to a bottle; yes, a part of the noun itself. That is the way the Germans learn and recall their genders. And if that is done, I should not use the definite article in the plural when giving the principal parts of nouns. Possible confusion between the form 'die' in the plural and 'die' of the feminine singular might arise. The student ought to learn to say: e. g., 'der Mann—zwei Männer,' 'die Frau—zwei Frauen,' 'das Haus—zwei Häuser.' And you will note that I do not include the genitive singular in the principal parts of nouns. I do not, because the declension of a noun may be determined by the nominative plural except in the cases of nouns that have to be learned by heart anyway. Let

us teach the principles thoroughly, and show the student the value of knowing them in all their subsequent work. Students can never tell what things to note, what facts to add to the knowledge in their possession if we teachers and editors of texts do not point them out to them, do not make them conspicuous. There is a stage, a period of study for the essentials, and a time will come when that preliminary stage should come to an end, when a new stage begins, when new facts are acquired, and acquired by comparison and contrast with the facts of the preceding stage. I do not mean that the teacher should let the facts of the first stage pass from his field of vision. No, knowledge of those facts is constantly expected of the pupil in various questions put to him. If there happened to occur in the text the expression, 'auf Erden,' the single question, What is peculiar about the form 'Erden'? would show the student that it pays to know that feminines do not vary in the singular.

And there is danger, too, in trying to teach too many rules of membership. At the beginning I should teach very few simple rules, and after a while there is no call for any additional ones.

After these preliminary remarks on the nouns I wish to take up the question, How are the essentials of noun declension best acquired? My answer in a few words would be: On a basis of gender, rather than Strong, Weak, and Mixed; by showing the simplicity and regularity of the singular in the case of each gender, and by teaching the cases of the plural in the two groups: nominative—accusative—genitive and dative, which merely adds 'n' to the former.

The scheme of declension is then the following: I. the feminine nouns on account of their regularity and simplicity: II. the neuter nouns, because they are the next simplest; III. the masculine nouns, because they are the most difficult.

I. In the case of feminine nouns the first step should be to show that there is no change throughout the singular. And on account of the plural there are but two divisions of the greatest regularity. (1). The one adds -'e' to the nominative singular: i. e., about 30 monosyllables with umlaut, and the nouns -'nis,' -'sal,' and -'kunft.' (2). The other adds -'(e)n' to the nominative singular: i. e., about 60 monosyllables and all nouns of more than one syllable except 'die Mutter,' 'die Tochter,' and the nouns in -'nis,' -'sal,' and -'kunft.' (3). The plural of 'die Mutter' runs: nom., acc., and gen., 'zwei Mütter,' dat. 'zwei Müttern'; and of 'die Tochter': nom., acc., and gen., 'zwei Töchter,' dat. 'zwei Töchtern.' It is, in my mind, better to learn these two nouns in a group by themselves. In the old way, students had to do so anyway before they learned them.

In the vocabularies of our texts monosyllabic feminine nouns alone should be followed by the marks of declension. The remaining feminine nouns are regular, and it should be impressed upon the minds of the students that they are so. In that way the student's attention is fixed more intently upon the nouns that cannot be classified, i. e., the monosyllables.

II. The neuter nouns are also quite simple. The regularity of the singular should first be pointed out. Excepting 'das Herz' we may say that the singular shows but one type. In the plural there are three divisions of comparatively slight difficulty. (1). The nom., acc., and gen. plural of the first are the same as the nominative singular: i. e., nouns in -'el,' -'en,' -'er'; in -'chen,' -'lein,' and nouns of the 'Ge——e' type. (2). The second adds -'e' to the nominative singular. i. e., many monosyllables, and nouns in -'nis' and -'sal.' (3). The third adds -'er' and umlaut to the nominative singular: i. e., many monosyllables and nouns in -'tum.'

The nouns of this paragraph should be learned in a group, or as they are met. 'Das Auge,' 'das Bett,' 'das Hemd,' and 'das Ohr add -'(e)n' throughout the plural. And 'das Herz' runs: 'das Herz, des Herzens, dem Herzen; zwei Herzen.'

In the vocabularies of our texts monosyllabic neuter nouns alone should be followed by marks of declension. And that only in the plural, for the singular in all cases is regular. The acquisition of regular nouns should be considered an essential, and knowledge of them made a prerequisite. When all nouns, regular as well as irregular, are marked, the ones appear on the same basis of difficulty as the others. And that is to me against sound principles of teaching. Let us point out to the students the things that should be observed and carefully noted, and more progress will be made than when they expend effort and attention upon all parts of the machine at one and the same time. Why waste time, for instance, on the declension of nouns, in -'el,' -'en,' -'er,' and -'chen,' -'lein,' if the students are to be told the way to inflect them every time they look at one? I consider that a loss of time, and it impresses upon the mind of the students that there is no need of learning anything for good, that he need make nothing his own, never have anything at his command.

III. The masculine nouns should come

last because they are rather involved and difficult. There are two main groups on account of the singular. The first group falls into three divisions on the basis of the plural. (1). The nom., acc., and gen of the first division are the same as the nominative singular: i. e., nouns in -'el,' -'en,' -'er.' (2). The second division adds -'e' to the nominative singular: i. e., many monosyllables, generally with umlaut. (3). The third division adds -'er' and umlaut to the nominative singular: i. e., some monosyllables. The second main group is quite simple, for all its cases are formed by adding -'(e)n' to the nominative singular: i. e., some monosyllables and some nouns in -'e.'

There are a few masculine nouns that have the singular endings of the first main group and the plural endings of the second. They may, therefore, be called mixed nouns: e. g., 'der Bauer,' 'der Nachbar,' 'der Schmerz,' 'der See,' 'der Staat,' 'der Vetter.' By practice and experience should be learned 'der Gedanke,' 'der Glaube,' 'der Wille,' etc. In the vocabularies of the texts all masculine nouns should really be marked with the signs of inflection except the nouns in -'el,' -'en,' -'er.'

Throughout this discussion of the acquisition of the essentials of noun declension my aim has been to give a clear and concise statement of the principle at stake in each division. While doing so, I have made a new classification because it made it possible for me to proceed from the simple to the more compelx, and on the basis of gender. My next task is to give exercises by means of which these principles may become a part of the student's store of knowledge. There are many different kinds, among which the question and answer type, i. e., the 'wer-wessen-wem-wen' type seems the easiest and the most profitable. It will not be necessary for me to go farther into them, for any teacher can make them. They should be used until the noun has lost all its formidableness.

After the completion of the noun there should follow, by way of review, a chapter on the definite and indefinite articles, on the 'dieser'-type of words, and on the 'kein'-type of words, i. e., 'mein,' 'dein,' 'sein,' etc. And drill exercises would here be a joy, for the students would now become quite conscious of their power over a large part of the new language.

The chapter following the preceding one would treat descriptive adjectives. After a clear statement of the principle there is no difficulty remaining. When the student has once seen the point at stake, he has no trouble with adjective inflection. The weak endings alone, to some slight extent, are new; for 'dieser,' which is used as a basis for the strong endings, has by this time become an old friend. By means of an abundance of exercises the use of the endings should be made automatic. Exercises with endings lacking are very helpful. It is useful to change a singular form to the plural and vice versa. In addition, I find it useful to add or take away the article or some limiting adjective like 'dieser,' 'mein,' and the like, in order to meet the difficulty at all angles. A word should here follow on the comparison of adjectives.

Of the pronouns there is very little to be said. The forms must be learned, and the use of them made second nature by varied and abundant drill. Here the exercises are easily built up, for sentences can be read with the first person throughout, with the second, or with the third. And then it is possible to change from the singular to the plural, and vice versa. In connection with the personal pronouns the students easily acquire the use of the reflexives. And this gives a fine opportunity to bring in various forms of the verb. Then the relative pronouns come in, and with them the interrogatives. Through the exercises on the relatives the transposed word-order is easily learned.

Of syntax I should teach none as such. A few words on word-order would be all. The rest, such as the use of prepositions, adverbs, conjunctions, etc., would be acquired gradually, by practice, observation and experience.

With these remarks on the acquisition of the essentials of grammar I believe my view has become clear. I want more practice and fewer rules. It does not pay to know rules if one cannot apply them. They are not taught for their own sake, but as a means to an end. Let the rule be brief and clear, the practice long, varied and continued. Such style of teaching, it is true, brings more hard work to the teacher, but the rewards are greater, too. It gives the teacher but little time for anything but the linguistic side of the foreign language; but that is as it should be during the course in the high school or during the elementary work in any school. It is here that our boys and girls must learn to use the tools of the language, if they are to derive any profit from their future study.

I have arrived at the third chief division of my discussion, the discussion of the es-

sentials of vocabulary. This forms an important feature of our work, and so far, to my knowledge, but little has been done for us. It should not be so, for with a litle gray matter one can easily dispense with the grammar, and the opposite is not true. But this lack is doubtless due to the fact that it is so hard to think of the acqusition of a vocabulary as something separate from the grammar, or the pronunciation of a new language. And it is nothing separate. The grammar, on the other hand, should not be considered so either. The same may be said of pronunciation. No single one forms a separate or independent division of language study. They are all connected and should be taught simultaneously.

Let me here offer a few hints. They may be helpful to you, as they have been to me. The words that I call essentials, are the every-day words, the practical words, modern words, not those of a century or two ago. And my answer to the question, how such words may be learned to the best advantage, I should like to have given in the following suggestions: (1) Without the use of English; (2) From concrete objects as much as possible; (3) From pictures, e. g., Hölzel's Wandbilder; (4) In sentences; (5) In groups, e. g., the seasons, various flowers, plants, fruits, trees, animals, birds, colors, etc.; (6) By means of the whole and its parts, e. g., the bodv, house, room, letter, book, apple, year, clothing, etc.; (7) By associating opposites, e. g., large—small, night—day, man—woman, girl—boy, father—son, never—always, etc.; (8) From lists made out by students from the matter read, e. g., of the various nouns, adjectives, adverbs, prepositions; with sentences in each case, prepared at home or made in class; (9) From advertisements in German papers, magazines, or catalogs; (10) By committing easy modern prose and some few poems and proverbs. Whatever is done, the words should in each case be thoroughly learned. There ought to be constant repetitions and reviews, otherwise the work is in vain, the words will not stay.

The vocabularies of our texts could be greatly improved by giving the meaning of the words in easy German rather than English. And I think it a mistake to have all the vocabularies perfectly complete, including even words that the students have long since known.

One more point in the acquisition of essentials, as I see them, remains. These essentials lie in a broad field, of which we must also make some conquest; for it is of the greatest help toward intelligent reading to be acquainted with the life, literature, art, music, history, and geography of a foreign nation. The question arises, Have we time to devote to these interesting matters? Certainly not by making them a goal in themselves. But are there not many ways of acquiring the essentials, or the main-stays and supports of such knowledge without interfering with our study of the language? There doubtless are. How can it be done? may be asked. Here, too, my answer must be brief. It runs about as follows: (1) By the proper choice of reading matter. Let it be as much as possible on "Germany and the Germans." (2) From pictures on the walls of the class-room: (a) Goethe, Schiller, Lessing, Heine; (b) Beethoven, Mozart, Wagner; (c) Luther, Kant, Fichte, Hegel; (d) Frederick the Great, Bismarck, Wilhelm der Grosse, Wilhelm II.; (e) Reichstagsgebäude; (f) Proclamation of the German Emperor at Versailles in 1871. (3) From a map on the wall: (a) Boundaries; (b) States; (c) Rivers; (d) Mountains; (e) Cities. (4) Through little talks on the part of the teacher. (5) Through lectures by visiting lecturers. (6) By singing Volkslieder. (7) By exchanging letters with some one in Germany. (8) Through a well-stored mind of the teacher.

My discussion of the acquisition of the essentials of German is now at an end. After stating that our aim should be intelligent reading, I have tried to show that pronunciation ought to be required through imitation and phonetics; that the grammar should be learned by a clear and concise statement of the principle, followed by abundant and varied exercises, and finally in what ways the acquisition of the vocabulary and 'Realien' may be made. And in conclusion it is my wish and hope that these few hints may help you in one of the richest and most varied fields in the teaching profession.

This was followed by a paper on the Report of the Modern Language Committee of the N. E. A. in the "Reorganization of Secondary Education," Miss Annie Dunster, of the William Penn High School for Girls, Philadelphia.

The general discussion was engaged in by Professors Dippel, of Franklin and Marshall College and Riemer, of Bucknell University, Miss Dunster, Miss Martin and S. P. Uhler. About twenty-five members were present.

The following officers were elected for the year 1915: Chairman, W. T. Hemig, Pittsburgh; S. P. Uhler, Easton, Secretary.

GRADED SCHOOLS DEPARTMENT.

THE meetings of the Graded Schools Department were held in Study Hall of the Technical High School, both sessions being well attended.

The officers of the department were Prof. H. W. Golden, Pittsburgh, president; J. Alvin Emery, Philadelphia, vice-president; Miss Etta M. Work, principal Junior high school, Charleroi, secretary, who has kindly sent us report of proceedings; and Executive committee, C. H. Donnell, Pittsburgh, F. J. Parris, Philadelphia, Ella M. Garwood, Charleroi, Margaret M. Sullivan, Harrisburg, and J. A. Hollinger, Pittsburgh.

The program opened at 9:30 o'clock, Tuesday, December 29th, with a short address by President Golden.

Miss Eliza Johnson, Coaching Teacher of the Holmes School, Pittsburgh, was then introduced, who spoke as follows on

SPECIAL CLASSES FOR MISFIT PUPILS.

The United States Bureau of Education states that about one-half of one per cent. of the entire school membership are genuinely mentally deficient, and ranking above these are the feeble-minded, constituting three and one-half per cent. of the school membership. At the other end of the curve of mental efficiency and pedagogical distribution are the exceptionally bright or talented pupils constituting four per cent. of the entire school membership. Between these extremes are two classes: 1. Those who make slow progress through the grades and cause repetition, retardation, and elimination, constituting from ten to fifty per cent. of the entire school membership. 2. The group of normal and bright children that varies from forty to eighty per cent. of the entire school membership.

Mr. W. H. Elson, formerly superintendent of Cleveland, has estimated that one-eighth of the money spent on education goes to pay for repetition, maladjustment and failure to see the needs of school children.

It is clear the schools are not conserving the time and energy of their pupils as they should. To increase the rate of acceleration and reduce the retardation by saving greater numbers of boys and girls for the state, the specific needs of the individual pupil must be met by establishing special classes for all misfit pupils. The school should be more effectively organized so that the child may individualize to be adequately directed, supervised, graded and given appropriate academic, manual and vocational work.

As class instruction must be adapted to the average child, of which the major portion of a class consists, the grade teacher should have in her classes only those capable of progressing under such conditions. This is to be brought about by eliminating all the misfits.

Who are these misfits? First, the mentally deficient child,—idiot, imbecile or moron,—who is a menace to both teachers and pupils. He needs special training according to his ability, and the protection of an institution where his deficiencies and moods will be dealt with understandingly and kindly. There he can be harmful to neither himself nor others. It is an unpardonable wrong to subject normal children to the influences of subnormal children. The progress of a normal child should not be impeded by the presence of mental defectives in the regular class room. Nor should a stupid child be subjected to the process of losing his self-respect because he is unable to do the work required of him. Removing the mentally deficient children from the schools, and segregating them, is one solution to lessen the great numbers now cared for in the juvenile courts, reformatories, almshouses, jails, prisons and insane asylums.

Teachers and principals feel, almost universally, that these children although cared for by the public school system, should not be in separate classes in the regular schools but that centers or schools should be established for them so located that they could care for all the children in a given area. In such centers or schools grading would be possible.

The low grade cases, for whom little can be done, are institutional subjects. Those who are a little higher constitute what might well be a class of border-line cases. Some of these in time might get back into the grades. These schools should be home schools keeping the children as many hours as possible and many over night. As the present vocational schools are designed for only those who make considerable progress in the regular grade work, these home schools should provide the opportunity for such vocational training as would benefit these high grade types of mental defectives.

The question as to whether these children, high grade or low grade types of

mental defectives, shall be left unprotected in their unfavorable environment or properly cared for by the public school system must be decided by experts who have given the child a psychological, sociological, pedagogical and physiological examination. The services of a psychological clinic would do all this. Authority should be granted by statute to properly place these subnormal children. "The principles of modern social welfare require protection for the helpless. Let us see that they have it,"

In Pittsburgh it has been estimated that less than one per cent. of the children of school age are mental defectives. Through the efforts of the medical inspectors and school nurses many of the defectives have been sent to institutions. The Board of Public Education of Pittsburgh hopes to establish a psychological clinic and care for her mental defectives by a colony system.

The second great class of misfits are the confirmed truants from school, the dependents without parental care or homes, the youthful criminals, and the moral delinquents or incorrigibles. In Pittsburgh during one year, one thousand seven hundred and eight such boys and girls came before the Juvenile Court; one thousand two hundred and ninety-eight of these were held in the detention room. This condition is typical and could be greatly ameliorated by retaining a permanent judge in the Juvenile Court.

A Parental School would give these children an opportunity for betterment and save many from being committed to a reformatory or penitentiary later. One of the first requisites of an effective school system is the parental school. It should be a detention home where the children are sent by order of the Director of Compulsory Attendance for an indefinite period. Some of the recruits might be allowed to return home daily, while others would be permanently detained till their reformation would be brought about. Many of the principles of the George Junior Republic should be utilized in parental schools.

Constituting the third class of misfits are the boys and girls pedagogically retarded from two to four years, but who are the motor types. They usually do well when set to work which appeals to them and for which they are suited. For these motor types manumental courses should be provided. Elementary Industrial school centers where the activities of these motor-minded children are properly directed might better fit them to soon become wage earners in the industrial world. Pittsburgh has two Elementary Industrial schools located in the down town section. One accomodates boys only, the other boys and girls. Centers located throughout the city might better meet the demand for such training.

The fourth class of misfits in our schools comprise the many tubercular, anemic and other children who should be properly cared for and trained in hospital schools. Under favorable environment, physical, social, and educational, the physically weak child is given a chance to improve both his physical and mental status. As the law requires and common protection demands, the tubercular children should be separated from the other school pupils. Two hospital schools originally organized by the Civic Club of Allegheny County are now a part of the Pittsburgh Public School system.

Fifth. With the ever increasing foreign population it is necessary that adequate provision be made to give them and their progeny an opportunity to acquire our language. In some districts a special teacher for foreigners may care for these young immigrants until they have enough English to be transferred to a regular trade. Where the population is mostly foreign the school organization is different. This should be left with the individual school. Pittsburgh has a special class of adult foreigners where they may attend a whole or part of the day. At the close of December, 1913, the enrollment of seventy-one pupils represented ten different nationalities.

Sixth. There are the speech defectives. As there is a close correlation between speech defectiveness and physical defects and general mental ability, these children need individual attention. As speech habits become fairly well fixed at a very early age children should have assistance in forming these habits correctly at an early age. This individual help should be given by specially trained teachers. Pittsburgh now has four such teachers who have done most effective work by giving these children one or two periods per week.

The misfits thus classified include the most serious cases. The trend of modern education is to free the regular class-room of the driftwood and dead weights so that the normal children may be properly cared for. By adequately providing for these serious cases of misfits the retardation, repetition and elimination in our schools would be greatly reduced.

Retardation has been defined as a mental status or stage of mental development. A stage of progress which may be retardation for one child may not be retardation for another as it is measured by individual development. When retardation is considered in this light it becomes necessary to help

every child to function to the highest degree of his ability.

What a modern youngster thinks of providing for only the serious cases of misfits is expressed in the following taken from the Pennsylvania School Journal.

THE WAIL OF THE WELL.

Johnny Jones has lost a leg,
Fannie's deaf and dumb,
Marie has epileptic fits.
Tom's eyes are out of plumb,
Sadie stutters when she talks,
Mabel has T. B.
Morris is a splendid case
Of imbecility,
Billy Brown's a truant,
And Harold is a thief.
Teddy's parent gave him dope,
And so he came to grief.
Gwendolin's a millionaire,
Gerald is a fool,
So every one of these darn kids
Goes to a special school.
They've specially nice teachers,
And special things to wear
And a special time to play in,
And a special kind of air,
They've special lunches right in school,
While I—it makes me wild!
I haven't any specialties,
I'm just a normal child.

The major portion of a school membership consists of the slightly retarded, the normal and the talented children. Our obligations to these children must be met. Every effort must be used to keep the slightly retarded child from being discouraged and forming habits of laziness, cheating and lying. By individual help his interests are awakened, he finds himself, and is led to form correct habits of thinking and doing.

While the normal child is fairly well able to fight out his own salvation he should be given every facility to develop to his maximum. More efficient training will make him more capable to assume the duties of responsible citizenship.

It is from the ranks of the accelerated children that we get our best thinkers and through their achievements civilization advances.

To individualize the children of these three groups; the slow progress, the normal, and the talented is one of the greatest pedagogical needs of the age. The demand for such individual help should be met by establishing ungraded or coaching departments in every school. A coaching department serves as a clearing house for grade inequalities. It saves many a heartache for pupil and worry for grade teacher. The keynote to success in a coaching department is co-operation of the coach teacher with grade teacher, principal, medical inspector, and school nurse. The economic and social differentiation of the people give to each district different problems to solve for their children, but the general methods pursued may be the same.

The first coaching departments in Pittsburgh were organized in 1912 with forty-six teachers in as many different schools. Now there are sixty teachers in as many different schools doing ungraded work under the able supervision of Association Superintendent C. H. Garwood. The following is suggestive as to how the coaching departments in Pittsburgh are conducted. These or other plans might be used.

First. Conditions governing assignments to the ungraded room come under the following five heads:

(a) The conditional pupils. A pupil who has failed in only one subject may be promoted but he cannot progress unless his past difficulties are cleared away and a firm foundation laid for the new. Recommendations for help in subjects desired are made on the promotion sheet.

(b) All who fall below a certain class standard in one or two subjects. By giving individual help to these children many are saved from becoming permanently retarded. The causes for this temporary retardation are irregular attendance, absence caused by illness or quarantine, mental slowness—being born short in a certain line, physical conditions as sight, hearing, speech, teeth, nervousness, malnutrition, and pediculosis; moving from place to place, and foreign born or foreign parentage. Though the speech defectives are given personal instructions by teachers for defective speech, daily help in enunciation drills and oral reading are necessary adjuncts. The child who changes schools does not usually fit in well and individual attention is required to help adjust him. In schools not having a special teacher for foreigners the coach teacher must devote much time teaching them English. Where such instruction is received in a special room for foreigners, after they are placed in a regular grade, as a rule, they need individual attention in reading and language to gain proficiency. With this gain many are able to make extra or double promotions.

(c) The over-age and late entrance pupils. Many over-age pupils are found in districts where homes for orphan or delinquent children are located. A school in such a district having an enrollment of 1095 has 28 girls from a home. Many of these girls were sent here from Florida where they worked in the cotton mills and never had any previous schooling. Florida has no compulsory attendance law. The

foreign children and those frequently changing schools are also among the over-age pupils. By being properly stimulated and individually helped these over-age children often gain a year or two. Thus they stay in school instead of drifting into the ranks of the unskilled and unschooled. Some late entrance children, if their powers of observation and concentration have been properly directed, are able to make several grades in one year by receiving special help.

(d) Those who do not meet the requirements of standardized pedagogical efficiency tests. A conclusive reason for this is shown by the following. A class of sixteen from seventh and eighth grades who were low in the Courtis Tests were given help for fifteen periods of twenty-five minutes each, a total of three hundred and seventy-five minutes. In every case the attempts increased and in all but one rights also increased. The median for the attempts increased from 29.5 to 41 and the rights from 20 to 33.

(e) Pupils showing exceptional ability are given the opportunity to develop to their full capacity by gaining one or more extra grades. As they are willing to do extra work in a short time they gain what takes others a whole semester. The foregoing reasons being used as a basis for assignment, the second question is, Who shall assign the pupils to the ungraded department? The grade teacher with the assistance of the principal discovers the children who should profit by individual instruction. All assignments to the ungraded room must be approved by the principal.

Third. At what time should coaching be done? The pupils receive special help from the coach teacher during a study period, as it is imperative that they be in the regular class-room for instruction in the subject in which they are weak.

Fourth. Size of each group. The groups vary in size though they should never consist of more than ten, while more effective work is done with the smaller groups.

Fifth. The monthly enrollment. For November, 1914, the average monthly enrollment was 99. The ungraded room has an ever changing enrollment though some pupils constantly need special help in one subject or another.

Sixth. Responsibility of pupils passing to and from the room. A monitor for each ungraded group takes charge of the pupils passing through the halls.

Seventh. When and by whom dismissed. When a child has gained the power to progress with the rest of his class or has completed any subject to the satisfaction of the coach and grade teachers, with the approval of the principal, he is dismissed. This may be final or not for, if later he needs special help, he is re-admitted. An assignment card is used for each pupil of the ungraded department. On one side are the name, age, grade, date admitted, subject, sub-topic, periods per week, reason for special help, date disposed of, and reason for disposal. The reverse side provides for a daily attendance and progress record which is optional. The coach teacher's monthly report to the Associate Superintendent indicates the individuals helped in each grade. The semester report shows the work done by subjects in each grade.

The teacher of the ungraded room makes a special study of each pupil to unearth the causes of his peculiar pedagogical handicaps. With her little group the coach teacher has a better chance of finding the errors children are constantly making. These corrected those children may rank among the best in the class. There by himself or with a few others the child frankly states his troubles. The coach teacher keeps in close touch with what the pupils are doing in their regular room, commending them for improvement and making steady progress a matter of daily concern. She must anticipate the class-room difficulties as they develop. By individual assistance and personal sympathy the pupils are stimulated to best efforts. The work in the ungraded department is stupendous and has wonderful possibilities.

The following statistics show that in some degree, at least, the rights of the slow progress, the normal, and the talented have been cared for in Pittsburgh. The enrollment of the elementary grades for the year ending 1914 was 64,883. During the semester ending June, 1914, 9,499 pupils received help in the ungraded department. 4,179 of this number were prevented from failing. Without special help the others may or may not have been promoted but they were greatly strengthened. The average number admitted per teacher for the semester was 164, and the average number per teacher prevented from failing was 72.

The total number helped by subjects is as follows: Arithmetic, 6,617, Language, 1,993, Reading, 1,110, Geography, 256, History, 278, and Spelling, 638. Arithmetic being an exact science has led teachers to quickly discover the weak pupils in that subject. Consequently much coaching has been done in arithmetic. Reading and language are receiving more attention than at first. The first two years the idea was to emphasize the work from the third to the eighth grades, giving the higher grades the

preference. This year more coaching is being done in the first four grades than heretofore.

The superintendent's report for the year ending 1913 states that every grade above the kindergarten has a lower average age than was reported for 1912. This gain expressed in units of whole years for the equivalent number of pupils shows an actual saving of time the equivalent of one year for 14,607 pupils. This gain in time has both student and money value. There were doubtless many contributing factors, but probably the greatest factor was the efficient work of fifty-seven teachers of ungaded rooms. An average of 23 out of every 100 pupils were enabled to gain a year's time in the elementary grades.

Measured by age standards alone the degree of retardation and acceleration from 1912 to 1913 is indicated by the following: Pupils one year ahead of grade, 588 in 1912, and 1,168 in 1913. Normal age, 32,036 and 36,421. One year retarded, 15,582 and 14,293. Two years retarded, 8,488 and 7,045. Three or more years retarded, 6,438 and 4,878. These practical results show that a long-felt need has been filled by the ungrading or coaching departments. Appreciation of the value of individual help for the pupil is shown by the requests for it from both pupils and parents. The work done by the coaching departments in Pittsburgh has justified their place as an important factor in a school system.

With special schools for mental defectives, parental schools, elementary industrial school centers and hospital schools; with special classes for foreigners and speech defectives; and with the ungraded department skillfully looking after those among the slow progress, normal and talented pupils who need special help to bring their powers to the fullest possible fruition; the school of to-day may be effectively organized so that the grade teacher may go on her way rejoicing, accomplishing what she is supposed to do without the nerve-racking burden of the misfits in her flock. Eventually also society will be rid of the flotsam and jetsam now found in every quarter to debauch and debase, for, by segregating and properly caring for those unfit to cope with their fellows, a brighter day will dawn when we may realize that poverty and disease are criminal and that man is the image of God.

Miss Margaret T. Maguire, principal George Washington public school of Philadelphia, followed in a paper upon

APPROPRIATE INCENTIVES.

In taking up the study of incentives for children, it is well for us to study for a moment the power of incentive in making for a well-organized life. Life is made up of numberless adjustments to varying kinds of calls and needs in the environment of the individual. If the life of the individual is to be as full and free as it may become, he must be the master of the call that he will answer and of the adjustments he will make. The worthiness of both of these will depend in a real way upon the desire that has been built into his mind to gain full and untrammelled spiritual enfranchisement. The desire to answer to the higher call must be backed by the will, which leads to action. This is the background for every great work of art that has been given to the world. Rodin says of the sculptor who left with us the immortal Venus, "More ardent and, above all, more patient than other men, he was able to lift a corner of the veil too heavy for their idle hands."

The great sculptor was able "to lift the corner of the veil" because he was impelled by the splendid incentive of desire for creation. What is true in an evident way in the life of the great sculptor is true in no less sense, if not so evident, in the well lived life of every man and woman. The daily living, to produce all that it should in the development and upbuilding of character, must be transfused with a fine incentive for the accomplishment of the best, through all the small activities that go into the making of the day. The man or woman who lives most worthily is daily led onward and upward by the development of a more and more worthy incentive.

The story of man's development is really the story of the changes that entered into the incentive that moved man to action. Prehistoric man made little effort unless there was present a physical necessity. As he has been unable to push his incentive forward where necessity was not ever-present man has made progress in his spiritual life. To-day, in this age when the keynote for right living is service to our fellow man, we are definitely conscious of the need for raising the quality of the incentives that lead to effort. Our ideal of the most worthy man or woman to-day is exemplified in that man or woman who renders service for the good of humanity, for the upbuilding of the race—one who works on and on, asking only the reward of consciousness that the world is better because he has lived.

If these general notions as offered have truth in them, it becomes the very grave

duty of the teachers in the class-rooms to see to it that incentives worthy of an effort are given to the children, not spasmodically, but through every lesson set before them for accomplishment. The incentive offered is quite as important as the task itself. If children are working only for the selfish motive of success in competition over their fellows, there is little spiritual development for them. An incentive of this kind is not only a negative quantity, but it is positively harmful in developing an attitude of selfishness. At this most impressionable time of the child's growth, when attitudes to life are taking their firm hold, it is almost criminal to put before the child as a motive for right action only personal gain. A splendid opportunity is offered every teacher for the development of the social consciousness which expresses itself in the significant desire on the part of every boy and girl to aid the progress of the class by contributing his share to the general good, rather than the antagonistic incentive of his own personal victory.

This is one of the most effective means by which the child may be led to his fullest spiritual, as well as intellectual, growth. After all has been said, education resolves itself into the ability in the individual to make conscious dedication of his developed powers to the service of life. The formal getting of the results with the mere purpose of obtaining high averages does not in any way lead to this fine ideal, and so my plea for incentive is really a plea for a higher as against a lower motive in education. We so often confuse education and information, and pass the latter on as an achievement. The schools that do nothing more than give to the child a larger amount of information than he had before he entered them, fail almost completely in the real process of education.

If the boy or girl in the elementary school, and up through the colleges, works only to achieve averages and the teachers formalize their work so that with the least possible effort the highest mathematical average for results may be attained, there is little hope for the child's ultimate spiritual possession of the world.

I am not in the position of discounting the value of knowledge *per se*. Boys and girls are sent to school that they may learn more to the end that their lives may be for them a simpler problem. I am making a plea that in the learning there enters a development which means power to live not only more successfully but more fully, to get from life its largest measure of joy in the achievement of a life work for which the child has aptitude and love. If the child struggles all day under the stress of authority, I see no opportunity for the developing within himself of a desire for endeavor. The teacher whose only incentive for right conduct is expressed in her tyrannical hold on the class, misses all of the will-training that her discipline should have carried with it. Discipline that is worth while has behind it the willing on the child's part to do the right thing because of an understanding. Every time a child is allowed to make a conscious decision for himself in favor of the good, his will has been strengthened and he has taken a step in the direction of freedom and big living.

The failure of the right incentive carries with it on the academic side a weakness in awakening the child's desire to learn. If we were asked which was of greater worth, a lesson well memorized or a lesson so developed that the sum total to the child is one of inspiration, we would undoubtedly decide in the favor of the latter. We, with our developed minds, are more aided to better endeavor by inspiration than any other motive force. What is true of the adult mind is true in a larger sense of the child mind. It becomes the grave duty then of the teacher to get into her work something of the emotional element. The weakness of power of ideas that are purely intellectual, as compared with ideas that are tinged with the emotional element, is well known to every thoughtful teacher. It becomes the important function of the teacher to give to her work the emotional touch that reaches beyond the intellect and stirs the child's finer sensibilities. The reading lesson should be selected from time to time with this distinct purpose in view, and during that lesson the most skillful manipulation of the story should be made by the teacher with a well-defined realization of the dignity and value of the emotional element she is developing.

The child who reads only because it is his turn, for whom the lesson bears no message of beauty or understanding of better things is getting little from the printed page. The child who gets nothing other than the facts of his geography lesson when he might have been given a genial understanding of the needs and problems of the people of other lands which foster in him a desire for other stories, is not being educated in the real sense of the term. Lessons that leave the child mentally unawakened, that develop no desire for further study, that call for no incentive for other personal accomplishment on the part of the child, are examples of merely awakening and training of verbal memory. The child

gets no incentive for better living, better thinking or more complete understanding from such motives, and the sum total of such teaching, while it may measure in high averages on paper, has no measurable real quality for child development.

PROBLEM OF DISCIPLINE.

The next period was taken up by Dr. W. C. Bagley, of the University of Illinois (Urbana), his subject, the Problem of Discipline.

This is a pronounced problem because weakness of discipline is the cause of most failures among beginners. Teaching is not a mouth and hand process as it may be made when the teacher's mind is on the clock and on pay day, but on the other hand it is the noblest of all professions. In no other profession are there such opportunities to render service. It is more than the solving of problems. It is the giving of inspiration. It is the developing of the individual. It was Dr. Palmer who said that Harvard University paid him for doing what he would gladly pay Harvard University for the privilege of doing, namely, the privilege of rendering service.

Teaching is a fine art. Out of raw material the teacher fashions into artistic beauty the finished product, touching other lives with his own, reading himself into them, and living in their lives after he has died. A true artist finds greatest joy in the creation of his work. In the process of creation is where the artist-teacher lives. He puts his own life and personality into the work and his pupils grow into living ideals. Could the teacher only see the meaning of routine work, the trivial things such as drill and repetition would not be so distasteful. To be successful a teacher must teach with significance. He must teach the work of each class as if it were the most important work.

In discipline the most important thing is objective attitude. Do not take discipline as a personal affront. Think of discipline as a part and parcel of the day's work. This attitude relieves the night-mare dreams of the unexperienced teacher. Good discipline consists of a fashioned, orderly obedience, a fashioned industry. The fundamental thing in securing good discipline is to offer incentives for work that will make the pupils better. In some schools it is the fashion to be disorderly. Poor teachers may be sent to good schools to get inspiration by coming into contact with the social spirit of fashioned discipline. Individual problems can be dealt with individually. The difficult problem is where the entire school is socially wrong.

Discipline like any great achievement develops with growth. All parts must go like the workings of a watch. It must involve things that we do not want to do, a persistence of practice. One way of solving the problem of discipline is by crushing the rights of a few to preserve the rights of the majority. But the educational method is to save the individual, to hold, restrain momentary desire, momentary impulse; to get pupils where they can discipline themselves; to save the child from himself. Self-discipline is the process to look forward to—to become the master not the slave of self.

A general discussion followed, after which the Department adjourned.

WEDNESDAY MORNING.

THE second session was called to order by President Golden at 9:30 o'clock. The first number on the program was a Reading Demonstration by a class of pupils from Harrisburg schools. The class exercises were conducted by Miss Patterson, a primary teacher of Harrisburg. They consisted of word drills, reading, telling stories and dramatization, all of which were well carried out.

A paper on "Standardizing Reading" by Miss Mary J. Cooper, Supervisor Primary Work, Johnstown, followed.

STANDARDIZING READING.

The interest in standardizing reading grew out of an article written by Prof. Charles H. Judd, in the April, 1914, number of the Elementary School Teacher, inviting correspondence from anyone who cared to undertake this type of work. Accordingly the Superintendent of City Schools and the Supervisor of Primary work signified their willingness to co-operate with Prof. Judd in giving tests in reading.

In the first place it seemed that a comparison of different grades in the same school system was a matter of great importance. That if the child shows an adequate progress as he goes from one grade to the other the school is doing efficient work. In giving the test, therefore, one aim was to determine the rate of improvement during the different grades; consequently the same article was given in all of the grades from the third to the eighth inclusive.

As the rate at which a child reads is a very useful indication of efficiency, the rate of speed for each grade was decided by a group of teachers who tested their own rate of speed by reading the passage silently. The third grade was given five minutes,

the fourth and fifth grades, three minutes, and the sixth, seventh, and eighth grades, two minutes in which to read the passage silently.

Each child to be tested was supplied with a copy of the passage to be read. The papers were distributed face downward upon each desk. The passage was new to the child; he was told that he was to read it, getting as much of its meaning as he could, because he would be asked to tell on paper what was in the passage. Each third grade told the story orally, being taken aside and the number of ideas he remembered were noted as he told them.

At a given signal the reading began. At the expiration of the time limit, a signal was given and each child checked the last word read and wrote his name on the paper. The papers were collected and at once the children began to write what they remembered. They were given as much time as they needed for this part of the exercise, although no child was allowed more than thirty minutes.

The passage selected to be read was the one given by Prof. Judd in his article. It had been analyzed into ideas presented by Prof. Freeman, and is as follows:

A Boy's Pet.—In our town / when a boy had a coon, / he had to have a box turned open side down / to keep it in, / and he had to have a little door in the box / to pull the coon out through / whenever he wanted to show it to other boys / or look at it himself, / which was forty or fifty times a day / when he first got it./

He had to have a collar for the coon, / and a chain, / because a coon could gnaw through a string / in a minute.

The coon liked to stay inside his box, / where he had a bed of hay, / and whenever the boy pulled him out, / he did his best to bite the boy. / He knew no tricks; / his temper was bad; / he wouldn't even let a fellow see him eat, / and there was nothing about him, / except the rings round his tail, / that anybody would care for.

My boys' brother had a coon / that got away two or three times. / He ran up the tall locust tree / in front of the house, / and in a few minutes all the boys of the town would be there / telling his owner how to get him down.

Of course the only way was to climb for the coon, / which would be out at the end of a high and slender limb, / and would bite you awfully, / even if the limb didn't break under you; / while the boys kept yelling to you what to do, / and the dog just howled with excitement.

The last time the coon got away / he was discovered in the moonlight / in the locust tree. / His owner climbed for him, / but the coon kept going higher and higher, / and at last he had to be left till morning. / In the morning he was not there. / or anywhere.

With this analysis the child's report could easily be rated as to the number of ideas remembered.

The same two persons gave all of the tests and made the directions uniform in all of the rooms; also looked over all of the papers and made a graph for each grade and a table showing the range of ideas in all of the grades.

The average number of ideas reproduced by each grade was as follows: Twenty-five 3B schools averaged 5.2 ideas; sixteen 3A schools, 9 ideas; twenty 4B schools, 7 ideas; sixteen 4A schools, 9 ideas; twenty 5B schools, 11.1 ideas; sixteen 5A schools, 13.2 ideas; twenty 6B schools, 15.4 ideas; seven 6A schools, 15.5 ideas; fifteen 7B schools, 17.9 ideas; six 7A schools, 18.1 ideas; ten 8B schools, 19.9 ideas; and two 8A schools, 21.6 ideas.

The table showing the range of ideas in the grades was as follows. The range of ideas in the 3B grade was no ideas reproduced at all by eighty-nine pupils to thirty-four ideas remembered by one pupil; in 3A grade no ideas reproduced by sixteen pupils to forty ideas by one pupil; in 4B grade, no ideas from twenty-nine pupils to thirty-one ideas by one pupil; in 4A grade, no ideas from six pupils to twenty-nine from one pupil; in 5B grade, no ideas from three pupils to thirty from one pupil; in 5A grade, no ideas from one pupil to thirty-four from one pupil; in 6B grade, no ideas from one pupil to thirty-six from one pupil; in 6A grade, six ideas from two pupils to thirty-four from one pupil; in 7B grade, three ideas from one pupil to thirty-four from three pupils; in 7A grade, four ideas from four pupils to thirty-two ideas from one pupil; in 8B grade, six ideas from two pupils to thirty-six from one pupil; in 8A grade, nine ideas from one pupil to twenty-nine from two pupils.

From the above it will be noticed that the 3A grade did as well as the 4B. This is undoubtedly due to the fact that the 3A grade pupils told the story, whereas the 4A grade wrote it and were, no doubt, hampered by the mechanics of writing. Aside from this there is a steady increase in the ability of pupils from one grade to the other to get and reproduce thought accurately.

As a result of the test the teachers are more than ever before interested in training the children to become efficient, intelligent readers in the shortest possible time.

Much more time is now given to silent reading. Printed paragraphs are given to one row of children in the third grade each morning, with instructions to do what the paragraphs tell. For instance, "Run to the blackboard; write the names of as many of Esop's fables as you can. Put a star in front of the one you like best." "Get the colored crayons. Go to the blackboard. Draw a stick boy carrying a pumpkin." "Go to the front of the room and say one stanza of a poem you have learned this term." This exercise does not take more than ten minutes and the result in getting through quickly and accurately and taking the initiative to act at once more than justifies the time expended.

We feel the need of beginning silent reading as soon as possible in the first grade; for, as Prof. Klapper has so simply explained it in "Teaching Children to Read," silent reading is the short circuit habit of "visual image, thought," while oral reading is the long circuit habit; visual image, auditory image, idea, verbal motor image, and his clear summary that the child must be taught to develop speed in reading and to neglect the word and phrase and seek the thought; in other words, the printed page must be ever like a glass which we do not see but through which we see thought.

"The Letter Killeth, But the Spirit Giveth Life" was the next subject, presented by Supt. Wm. M. Davidson, Pittsburgh.

The last address of which a full abstract is here given, was by Miss Elizabeth V. Brown, Director of Primary Education, Washington, D. C., on

PUBLIC SCHOOL AND MORAL INSTRUCTION.

In his essay on the Lantern Bearers, Robert Louis Stevenson tells of "one fable that lies near the quick of life." A monk leaving his convent one morning, passed into the woods, heard a bird break into song, hearkened for a trill or two, and found himself on his return a stranger at his convent gates; for he had been absent fifty years. It is not only in the woods that this enchanter carols, says Stevenson as he adds, "All life is spun out of two strands; seeking for the bird and hearing him. It is a gallant thought, that in many schools the bird is singing enchanting strains which kindle courage, faithfulness, courtesy, candor, loyalty, generosity and the love of things beautiful and good in the hearts of the little children who are taught to hearken."

The time is very near, when public sentiment will demand that every child who goes to school shall hear songs that will give him high ideals, stir him to noble endeavor, give him strength to resist evil and to overcome it with good. Undoubtedly, this will come about through a systematic graded course of lessons in moral training as soon as we have courage enough and knowledge enough to make one. Many teachers recoil from the idea of a syllabus or outline with the fear of formality and the horror of things cut and dried.

But what are we doing in the schools in the meantime? We all maintain that character is the chief end of education, but, given our chances to develop it, we frequently dodge the issue and talk instead about "indirect" methods and "incidental" moral teaching, with the result that we count that day well spent when we have given a slight dash of character making over the literature or history lessons, much as we might sprinkle water from a watering pot and with about the same cold and drenching effect.

While indirect, incidental and even accidental methods are not to be wholly set at naught, think what a muddle we should be in, if we talked of incidental teaching of the multiplication table or of indirect acquaintance with the spelling book!

Let us supplement all the good there may be in these covert agencies with active, forceful, direct aims to secure right thinking, right conduct, clear and sharp dividing lines between right and wrong, and try to create strong admirations to live by and the will to meet moral crises at every stage of life, both sanely and bravely.

"Four things" says Van Dyke,

A man must seek to do
If he would make his record true;
To think without confusion clearly,
To love his fellow men sincerely,
To act from honest motives purely,
To trust in God and Heaven securely.

The difficulty with most of us is, that we do not see our way clearly. It is true, there are few guide posts on the road, particularly after leaving the rich field of story-telling in the primary grades.

It is not in my power to set up new guide posts, but I cheerfully point the way to some that have helped us in our attempts to solve the problem.

To some of your cities, as to mine, there came last year from England a wonderful teacher, benign and gentle in his manner, but full of zeal and long experience in positive moral instruction to children. Mr. F. J. Gould of the Moral Education League of London has given us a wealth of suggestive material in his Children's Book of Moral Lessons. In the series of four books he touches all ranges of experience from the kindergarten through the High School.

To see him teach is an inspiration. His

method is that of the Great Teacher, the unfolding of moral truth through the parable. He never moralizes, never preaches, but entering a room with no preliminary other than "Good morning, boys and girls," he tells in succession from four to six stories grouped around some central theme such as duty, honor, work, perseverance, courage, modesty, self-reliance, judging justly, keeping promises, truthfulness, in act, truthfulness in speech and kindred interests of moral worth.

He draws his stories from every country and every period of history. His fund seems inexhaustible. As the story unfolds, he keeps up a running conference with the children, asking questions to stimulate thought, to bring out strong points and to get opinions. Each answer is received with the same respect he would show to the answer of a mature man or woman.

Teachers marveled at his questioning. So skillful, so adroit was he, that in a whole week, teaching from three to four lessons a day, he never rejected a child's answer. If it was not exactly to the point it came so near it that a slight shaping made it fit into the pattern perfectly.

His work is the exemplification of artistry in teaching and as the highest art is to conceal art, it seems so simple, so easy, that the looker-on is sure that he can do it himself. Alas, for one's first attempts! Disillusioned instantly by the seeming ease and simplicity one is almost disheartened after his first experience. "I spent an hour and a half building up my lesson and it fell flat," said one of the discouraged. "My progress was an inglorious but triumphal failure," said another.

Analysis showed that we were not rich enough in material. We built up a succession of the best stories we could find, but when the pulse of the class failed to flutter with appreciation at the first story, the teacher had no resource but to go dismally down her series to defeat, because her repertoire on that particular theme was not full enough to enable her to rapidly make other selections and to adapt herself to the mood that would have brought instant response from the class.

The conclusion of the matter was, that to tell one series of stories successfully, the teacher needs at least half a dozen series on the same theme, and ten of them would not be an embarrassment of riches. We are doing better things, now, but our best efforts seem to be but feeble candles beside his flaming torch.

While the story is one of the most potent influences for moral training, it must be supplemented by experiences of every-day life. Discussion of the temptations of the school room (the small pilferings of pencils and of apples, perhaps; the copying from another's paper, the evil of tale bearing) and of the playground (trying to keep the swing all through the recess; breaking windows with the baseball) from the point of view of unselfishness, consideration for others, fair play and co-operation are fruitful and immediately practical opportunities for moral teaching.

In the grammar grades, Judge Ben Lindsey places before the claims of grammar, arithmetic or geography, talk on Our Duties to Each Other; The Absurdity of Hate; Truthfulness; About Quarreling; Usefulness; Gentleness and Kindness; Mercy and Charity; Money and Manhood; Evil Association; Evil Thoughts; Evil Talk; Jealousy and Envy; I Forgot; The Man Who Serves and the Man Who Makes Money; Public Service; and a Pure Life.

"A Course of Moral Education for the High Schools," a manual prepared by Dr. Frank Chapman Sharp of the University of Wisconsin, and Mr. Henry Neuman of the Ethical Culture School, New York City, is most suggestive. It carries its usefulness along parallel lines of carefully-graded subject-matter, suggestions for methods of development, and a carefully selected bibliography. It leads from the moral problems of home and school life to vocational ethics for boys and girls who are to leave school for the larger arena of public life.

A white and shining guide post for the formation of moral judgments and the development of the will to do right, is found in Mrs. Ella Lyman Cabot's Everyday Ethics. Under more than twenty headings she presents everyday problems of individual and social morality. It is hard to choose among them, but a few of the titles are: Goodness and Badness, Right and Wrong Judgments, The Light of Conscience, Conscience, Custom and Law, Interests as Life Givers and Life Savers, Truthspeaking as a Fine Art, Open Mindedness and Prejudice, Obedience and Self-Government, The Uses of Time.

As to the contention over direct or indirect ethical instruction, Mrs. Cabot holds that indirect moral training helps us to face a certain accidental number of experiences well; while direct ethical teaching anticipates a difficult problem and anticipates it at a time when it can be looked at without passion for friction. As an illustration she offers, "If I know that the sidewalk is going to be slippery, I provide beforehand against the danger of falling by wearing overshoes. So if I know I am likely to be

questioned by my hostess about her party which I thought stupid, or by an acquaintance about a secret which I am pledged to keep, I should provide beforehand against the danger of slipping, either by lying or betrayal.

As a last word Dr. Gould considers Play one of the greatest moral educators. "Play" he says, "involves discipline, habit, truthfulness, kindness, honor, mutual dependence, justice, co-operation and even industry and method. In their games, children should see there is a right and wrong. Younger and weaker children must be considered. The rules of the game must be honestly observed. Defeat must be taken with good humor. Distinction should be made between innocent and harmful amusements. Our sports should not be too expensive, nor cause panic to man or beast."

When the whole teaching force and the whole parent force become fully alive to the necessity of developing moral thoughtfulness both as power and habit, a new day will dawn and ethical democracy will become a reality instead of a dream.

The report of the Nominating Committee was approved as follows: President, Joseph A. Shovelin, Centralia; Vice-President, J. A. Hollinger, Pittsburgh; Secretary, Etta M. Work, Charleroi; Executive Committee: Abel J. Evans, Philadelphia; Charles Foster, Pittsburgh; Nora Crouse, Steelton; G. H. Goetz, Harrisburg; Mrs. Willa McDonald, Berwyn; General Nominating Committee, Ella L. Greenwood, Charleroi; Educational Council, H. W. Golden, Pittsburgh, 3 years.

The Department then adjourned.

DEPARTMENT OF MUSIC.

THE members of the Department of Music were tendered an informal reception on Monday evening, December 28, in the Library Hall of the Technical High School of Harrisburg, by Supervisor Edward G. Rose and assistants in music of that city. After an hour spent in making acquaintances the evening was given over to a demonstration of the use of the Talking Machine in teaching School Music.

On Tuesday morning, at 9:30 a. m., the first regular session met in the hall of the Young Women's Christian Association, Chairman James McIlroy, Jr., of McKeesport, presiding. A chorus of pupils from the Harrisburg Schools sang a number of Christmas carols under the direction of Professor Rose.

ADDRESS OF PROF. M'ILROY.

This was followed by an informal address by the Chairman, who said that for some years he has been deploring the standing of music among the educators of Pennsylvania. Frequently he has looked over the report of the State Educational Association meetings, hoping to find some news of the establishment of a department of music, but always in vain. When the Association met in Pittsburgh, last year, he thought it a fine opportunity to make an effort to have such a department organized. So after presenting the matter to the Music Supervisors' Association of Western Pennsylvania, and gaining the support of its members, it was decided to proceed with the necessary steps to that end. Permission having been granted the petitioners by the State Association to form the department, a meeting was called, but because of the short notice and lack of publicity only a few who were actively interested attended. The present officers were elected, the president was directed to proceed with the program, and here we are with the fruits of our labors. We feel that it will repay us many times over for all it has cost us to come here. Let me urge every one present to use every influence he possesses in furthering the cause of music in the schools. Get in touch with all the organizations; local, state and national. You will find in them an educational value little dreamt of. From personal experience I have found a large percentage of profit on the cost of membership. Did you ever stop to think of the mental attitude of educators towards our subject, and the effect your interest in our organization can have on this mental attitude? The greatest thing in our art is the mental attitude of all concerned. We want the child to be in the right mind and spirit as he sings his little rote song. We want the teacher to be in sympathy throughout the music lesson, and in her associations in the school and community. We need the helpful consideration of the principal or superintendent not only in his particular school, but out among men who are controlling educational affairs.

Fellow Supervisors, the day of music in the schools is just dawning and it behooves

us to strive for more and better teaching of music in the schools and for a far greater appreciation of its value in general education. It is gratifying to know that our efforts meet with the approbation of many supervisors who are unable to be present with us, as shown by the large number of letters that have been received within the past few days commending our action and promising hearty support in the future.

The next speaker was Mrs. Frances E. Clark, of Camden, New Jersey, former superintendent of music in the schools of Milwaukee, Wisconsin.

Mr. Aden L. Filmore, supervisor of music in Sharpsburg and Etna, Allegheny county, read the following paper on the

QUALIFICATIONS FOR SUPERVISOR OF MUSIC IN PUBLIC SCHOOLS.

At the request of the School Music Supervisors' Association of Western Pennsylvania, I have prepared a few suggestions on the subject, "The Qualifications for a Supervisor of Music in Public Schools." Before we can determine what qualifications are necessary for a Supervisor of any subject, we must agree as to the essential elements of that subject, and the results to be accomplished. I suggest, first, that our subject is Vocal Music in Public Schools. By this statement I do not mean to minimize the great help the instrumental student should receive in the public schools.

What claims have we to advance that vocal music should receive more attention and be given a more prominent place in the programme of the school? What right have we to insist that those who are to supervise this most important subject should possess special qualifications, and receive special training? Our answer is, Because of its educational value. Those who have kept pace with the latest and best methods of teaching this subject (and they are too few) are ready to affirm and prove that no other one subject taught in our schools has such varied benefits to the student. More students have natural talent for music than for any other subject, as singing is the natural outlet of joyous and happy feelings.

No other subject is used on so many occasions, has such great influence on the student, class or school, and none possesses more valuable educational and pedagogical features. Since singing develops and strengthen the muscles of the throat and chest it is a most healthful activity. As a social asset music has no equal. No other accomplishment affords a better introduction to refined intellectual society, nor is any other a greater inspiration to a high standard of personal living. No other study offers the student better opportunities to realize some financial benefit, if not a livelihood.

What then should be the qualifications of the instructor that the pupils may realize the *most* from this branch of study? The person who is to undertake the supervision of such an important subject as this should be,

1. One who has had vocal training and has made a special study of the development of the child voice. He must be competent to classify mature voices.

2. One who has acquired reading and singing at sight, using syllables and words.

3. One who can sing a song with proper expression, enunciation and interpretation.

4. One who has a thorough knowledge of the rudiments of music and understands the theoretical construction of exercises and songs.

5. One who is acquainted with the history and development of music, with some knowledge of great composers and their works.

6. One who has had some instrumental experience.

7. One who has well in hand systematic plans and methods for the development of the work, beginning at the first grade and continuing through the high school. The ability, also, to demonstrate the value of these methods to the teacher is very necessary.

8. One who is an organizer and conductor with a personality that commands attention and interest. His character must be an inspiration for high ideals.

9. One whose endowment of judgment and common sense will enable him to secure and promote the harmonious co-operation of all the factors of the school.

The State Examinations for Music Supervisors are at present a matter of great concern, on account of the character of the examinations and the manner in which they are conducted. Therefore, we recommend that in certifying Supervisors a certain per cent. of efficiency in all the above qualifications which are reducible to per cent., be required, and that plans for carrying out this recommendation be devised.

The carrying out of such a plan would of necessity involve some sort of State Inspection and supervision. Therefore, for the following reasons we further recommend that this organization take such steps as may be necessary to bring about the appointment by the Department of Public Instruction of a Special Supervisor of Music.

1. Music is more generally taught in the public schools than any other special subject.

2. Special State supervisors are provided for Manual Training, Domestic Science and

Drawing, although not one of these branches touches the school life of so many pupils as does Music.

3. An enormous amount of money is spent annually for salaries and supplies for carrying on the work in Music, and much of it is practically wasted because of aimless and inefficient supervision.

4. The State has begun the standardizing of the work in Music by centralizing the certifying authority.

5. This method can be completed only when aims and methods are standardized.

6. Many vital qualifications of a candidate for a supervisor's certificate cannot be determined by the usual type of examinations alone.

7. But few Superintendents and Principals are capable of passing efficient judgment on the merits of a Music Supervisor and are therefore incapable of rendering assistance.

Let us rally to the standard, "Pennsylvania the keystone in public school music."

This was followed by a lively and interesting discussion in which the following persons took part: Hamlin E. Cogswell, Indiana State Normal School; W. W. Jones, Scranton; W. M. Harclerode, Steelton; M. L. Humphreville, Lancaster; Laura B. Staley, Ardmore; Miss Nolan, Farrow City, and Mrs. F. E. Clark, Camden, New Jersey.

After the discussion, a motion approved to refer the various suggestions to a committee. It was made by Laura B. Staley and seconded by W. M. Harclerode. The Chairman appointed W. M. Harclerode, Laura B. Staley, Mrs. G. M. Coffin, Coraopolis, and A. L. Filmore, to serve on this committee.

WEDNESDAY MORNING.

THE Meeting called to order at 9:30 a. m. Mr. Harclerode, chairman of the committee appointed to consider suggestions in Mr. Filmore's paper, made the following report:

Whereas, it is recognized by musical authorities and educators in general that the public school music in Pennsylvania is far below the standard and does not compare with the most excellent results attained along other lines of educational work in our beloved Keystone State.

Whereas, the various training and normal schools of our state do not give sufficient time and proper training to prepare the grade teachers for efficient co-operation in teaching music.

Whereas, the standard of supervision is aimless and inefficient. Many vital qualifications of a candidate for a supervisor's certificate can not be determined by a written examination only.

Whereas, realizing that all other special subjects have state supervision.

Resolved, That the appointment of a State Supervisor of Music would unquestionably remedy these conditions. Therefore we most earnestly request the immediate and favorable action by the State Superintendent and Board of Education in making this appointment.

The report was approved, with thanks to the committee by vote of the department.

Dr. Hollis B. Dann, Professor of Music and head of the Department of Music at Cornell University, presented the following paper on, "What should be the Aims and Results of Music in the Schools, and How can these be Obtained?"

AIMS AND RESULTS OF TEACHING MUSIC IN SCHOOLS.

The prevalent lack of agreement concerning the aims of teaching music in the public schools is due to two causes: 1. Ultimate aims are lost sight of in pursuit of immediate aims and results. 2. Differences of opinion as to what fundamental training is essential for the beginner lead to disagreement concerning ultimate aims.

Any consideration of the purposes in giving music in the schools demands, therefore, that we discriminate between immediate and ultimate aims and determine what foundational training is essential. The effect of music on humanity is vital and far reaching, for it has to do with the greatest things in life. Music makes life richer and better, brings joy and happiness, promotes good fellowship, helpfulness and brotherhood; it stimulates and develops the emotional nature, keeps open the door through which the higher ideals of the spirit may enter; it furnishes a complement for the purely mechanical studies which form so large a part of the school and college curriculum; it makes for culture and refinement in the home and the community, fosters religion and patriotism, and affords an attractive, refining and uplifting form of entertainment for all people. The object of the public schools is to afford a preparation and training for usefulness and happiness in life. The real aim of all education is to enable us to live more completely, and this especially is the function of music.

Musical talent and capacity is God-given; it is a precious heritage which, if developed in childhood, will prove a life-long source of happiness; if neglected, it gradually becomes atrophied and disappears. One of the aims of music in the schools is to stimulate and develop the musical capacity which exists in nearly all children, to the end that our people may become a nation of music lovers, a people utilizing the uni-

versal means of emotional expression, getting joy and happiness, culture and refinement from the art which above all others is the art of the people.

There seems to be grave danger that these, the real ultimate aims of music study, may be lost to sight in pursuit of the immediate aims, which are only *means* for the accomplishment of greater and more vital results. For example, there is a tendency on the part of some teachers to make sight-reading the goal of school music, whereas it is only a medium through which education in music is acquired. As well might Primary Reading be made the ultimate aim of the study of English.

There is another coterie of teachers who deny the necessity of formal study of tone and rhythm, relying almost entirely upon the constant singing of songs to attain ultimate success in sight-reading. The futility of this method seems to be obvious. It is universally conceded that reading in any language is getting thought from symbols. We cannot read the Chinese language because we cannot think in Chinese. We do not know the meaning or sound of Chinese words, therefore, the Chinese symbols are unintelligible to us. Unless the symbols suggest a definite thought to the reader, reading is impossible. This is as true of Music as it is of Chinese or English. Attempts at sight-reading without definite knowledge of tone and rhythm can develop only parrot-like imitators. The theory of this school of teachers seems to be that skill and knowledge will eventually come to the child, provided only that he looks at the symbols long enough and is exposed to the music a sufficient number of years.

Those of us who have had long experience with untrained singers in adult choruses know that five or ten years' practice in following the melody line, without definite knowledge even of the symbols, develops some excellent guessers. Advocacy of the guessing process as a method to be followed in the *public schools* is a strange and curious practice, one which would be ridiculous if it were not so prevalent. The fact that this theory has made *any* appreciable progress is not creditable to our musical intelligence or our pedagogical insight, but it is a great tribute to the enthusiasm and zeal of its sponsors. Definite knowledge of the elements of a language and ability to think and express the language do not come, like the mumps, from exposure. Whether the problem be thinking and speaking words in English or whether it be thinking and singing melodic tone groups in music, facility in thinking and in oral expression must precede all successful reading.

It is evident, therefore, that while ear-training and sight-reading are vital and indispensable as means for gaining a mastery of the language,—the fact remains that these activities merely open the doors through which the storehouses of musical literature may be entered and their treasures revealed and enjoyed. While it is true that music necessarily makes its first appeal to a physical sense, it should eventually make a more vital appeal to the mind and to the spirit. It is of the utmost importance that the potency of music for bringing about better and more complete living shall be utilized. The determining and controlling factors in a life are its ideals. One of the highest functions of music is to stimulate thought which shall create ideals. The teacher of music in the schools is consequently preeminently a dealer in futures. While training the child to hear tones, to feel rhythms, and to use aright his singing voice, the teacher will receive inspiration and guidance in the thought that he is making sensitive the plate on which great tone pictures shall later leave their lasting impressions. As the natural vehicle for emotional expression and emotional development, music may be made a great power for uplift. When we consider that the will, and therefore the actions, of the boy and the man, are most vitally influenced by the feelings and not by the reasoning faculty, the tremendous importance of any agency which vitally affects the emotional nature is at once apparent.

What the immediate aims of music in the public schools should be, and what foundational training is essential for the realization of these greater aims, will now be considered. Perhaps a concrete example will best illustrate what results are practicable and possible under favorable conditions. Allow me to describe to you the musical conditions in a small city in the State of New York as they now are after twenty-five years of systematic and successful instruction in music in the public schools.

At the end of the first year in music, practically all the children are able to sing from twenty to thirty simple songs with distinct and clear enunciation, and with pleasant, musical tone-quality, using the light head tone exclusively. They can also sing the major scale, or any part of it, descending and ascending, and sing individually with the syllable-names the melodic groups of scale-tones which they hear played, or sung with a neutral syllable.

At the end of the third year, the children can sing or write from hearing, melodic groups of scale-tones including simple skips,

can recognize and represent two, three, and four-part measure, can hear through the eyes (mentally read) and sing individual studies which are within their reading vocabulary, and can sing with mellow musical tone-quality many art songs with a pleasing interpretation of both text and melody. They can also sustain one tone and listen to another, and are therefore prepared to begin two-part singing in the fourth year. The songs and studies are uniformly sung with the light head-voice. Falling from the pitch is unusual and is considered conclusive evidence of wrong vocal conditions.

At the end of the senventh year the average child can hear and sing what he sees, and can write what he hears, assuming that the material is within his reading and writing vocabulary. He has mastered the chromatic tones and the different forms of the minor scale, can recognize and sing the seven triads and their inversions, knows from actual singing the dominant seventh chord and the modulation to the keys of the dominant and subdominant. He reads at sight music of ordinary difficulty, in one, two, or three parts, singing any one of the three parts. He has read and sung a large number of songs and studies, is able to read words and music simultaneously, can write acceptable original melodies, is familiar with the phrase and period and sings with a full round flute-like head-tone. Both boys and girls read from the treble and bass staff, and can read and write in any key or in either mode.

These children have heard much good music played on the Victrola, and have a keen interest and enjoyment in things musical. They are interested not only in their own activities, but in the singing and playing of artists. During the Christmas season 700 of these children came together and sang Christmas carols in a beautiful and artistic manner. The tone quality was beautiful. They followed the conductor like an expert adult chorus, and during the hour's singing never departed from the true pitch, although much of the time many of them could not hear the piano. The older children sang these carols practically at sight, and all seemed to sing with keen enjoyment. When the conductor asked for volunteers for solo work, more than fifty boys, and as many girls, stood up and wanted to serve as soloists. Their willingness to sing alone is due to the fact that individual recitation in music is a regular feature throughout the grades.

In every school in the city beautiful voices have developed. The singing by these children of the art-songs learned in school makes a strong pull at one's heart strings. Often these children come from the lowliest homes, where there is no money to pay for private lessons. Careful investigation discloses the fact that the art-songs in all grades are sung very generally in the homes.

In the Grammar School there is a girls' choir of forty-eight selected voices. This choir sings with beautiful tone quality, acceptable interpretation, and with the keenest enjoyment. There is a spirited competition in the Grammar School for membership in this choir. A boys' choir is now being formed, which promises to be a strong rival to the girls' choir. A Grammar School orchestra is one of the musical activities. The orchestra includes only real orchestral instruments, and the piano.

When the children leave the Grammar School they are splendidly prepared for any kind of intensive study of music—vocal, instrumental, or theoretical; they have a degree of musicianship beyond the ordinary; they are music lovers, ready for advanced courses in music in high school or college, or with private teachers. They will go out into the world with a means of self-expression and a capacity for appreciation of music which is a priceless heritage. Their sense of tone and rhythm has been developed; they can see what they hear, and they can mentally hear and sing what they see. Their singing voices are unimpaired and smooth, because they have consistently used the thin head-voice, and have never used the lower thick register until the voice began to mature. Through the constant use of the phrase form in all ear-training, sight-reading, and song material, from the first year throughout the course, good phrasing is almost second nature with the naturally musical children. These more gifted children sing songs individually with a tone quality and musicianship which astonishes the musician. When the voices mature these young people make almost ideal members of a superior chorus; they are already trained to follow perfectly; they are excellent readers, and they are full of enthusiasm and love for music. Music to them is a vital and intensely interesting feature of life, and it helps mightily to make life richer and happier.

Already the city has scores of families in which both father and mother have had this musical training in the schools. The parents are enthusiastic over the progress which their children are making in the schools; and, following a natural law, the children of such parents are usually more musical than either the father or the mother.

The high school maintains a chorus of

five hundred and thirty voices, an orchestra of thirty players, a boys' glee club of thirty voices, a girls' choral club of twenty-four voices, and a girls' junior club of forty voices. Elective classes in *Rudiments of Music* and in *Melody Writing* and *Dictation*, prepare for the State Regent's Examination. These credits in Music not only count toward graduation from the High School, but are accepted as one of the fifteen credits required for entrance to Cornell University.

There is a piano in nearly every school room in the city, and a Victrola or graphaphone in every building. Pupils are graded in music precisely as they are in other subjects; and individual recitation is considered quite as essential in Music as it is in English. The community has become musical, largely through the music in the schools.

The city gives generous support to all good concerts, of which there is a large number. It supports seven chorus choirs, and furnishes a large proportion of the best sopranos and altos for the University Choir and Festival Chorus. Although the University and City combined have less than 20,000 population, an auditorium seating more than 2,000 people is filled for fifteen professional-artist concerts during the year, usually with the house sold out. The weekly organ-recitals and Sunday musical services attract uniformly large audiences, and 8,000 tickets for the annual Music Festival are sold without any out-of-town advertising or patronage.

I have not overdrawn or overstated the results of the quarter-century experience in school music in this little city. There are numerous examples of results with individual children that would shed a strong light on the situation, were there time to dwell upon them.

Were there time we might speak also of the vocational side of music. Scores of young people now in these schools have chosen music as a profession. This is true wherever music is well taught in the public schools. An investigation recently conducted in the City of Buffalo showed that more than 500 students then attending the public schools, had chosen music as a profession.

I have come to believe that the number of musically gifted children in this country is very large, and that the possibilities of musical education in the public schools are beyond our present vision. In every system of schools there are children with unusual musical talent. Exceptional talent in children remains undeveloped without a course in music which preserves, protects and develops the naturally beautiful singing voice, stimulates and educates the sense of tone and rhythm, and, through the singing and hearing of much good music, develops love and appreciation for the art.

These are some of the immediate results of careful training in the public schools in a community which has been taken as an example because all the conditions are known to me personally, and because it illustrates what can be accomplished elsewhere under favorable conditions.

In summary, special attention is called to the following vital and significant facts.

The children of this community have a definite and well-defined power to read and understand the tone language, a power which is the direct result of their course in ear-training and sight-reading. Their mastery of the elementary tonal and rhythmic problems of this language is the source not only of their sight-reading power but of their musical appreciation. By first gaining a mastery of the elementary subject matter their progress is cumulative; the amount of work accomplished increases by leaps and bounds, as the power to read and interpret increases. Without this mastery of the so-called technical side of music, the child, as well as the adult, must grope around helplessly, always dependent, always losing time and opportunity, because he must learn by guessing and by imitation.

The attempt to study the literature of Music without the power to mentally hear through the eye—that is to say, without the power to read—is as futile and unwise as it would be to attempt the study of French or German literature without the ability to think, speak and read the language. Imagine an advanced course in German with a class who most needs learn the selections by rote or by guessing at the words; think of a German teacher who would expect the class to learn and appreciate German literature by imitating or guessing at a large number of German poems or prose selections!

The first steps in Music are very much like the first steps in English, German or any other spoken language. The pupil first learns, through imitation, to speak the language. When a certain facility in oral expression is attained, the pupil is ready for the second step—the recognition of symbols representing thought. The medium for thought and expression in language consists of words. The medium for thought and expression in music consists of tones and rhythms; these are the 'words' of the tone language. Ability to recognize and use this medium is as necessary to thought and its oral expression in music as are words to the spoken language.

You are asking, "Can these results be obtained in the average community?" They surely *can* be obtained, provided certain conditions are fulfilled. The children are ready, and waiting, in every community in this great land; here are the conditions which we must provide:

The first and most vital condition is that there shall be in every community a competent supervisor of music. It is he (or she) who must set the standard of musicianship, of teaching of tone production, of song interpretation. The supervisor must train the teachers, mould the sentiment of the superintendent, principals and board of education and, by the excellence of the work accomplished, win the public to the enthusiastic support of school and community music. It is evident that the supervisor must be a good musician, capable of winning the respect and co-operation of the local musicians; he must be an efficient conductor; and it is absolutely necessary that he shall be a capable vocal instructor both for adult voices and for children. It is vitally essential that he shall be a skillful teacher, with ability to prepare teachers to do the daily work in the school room. Barring the Superintendent of Schools, there is no official in a school system on whom rests a greater responsibility that that which devolves upon the supervisor of music. He is logically the musical advisor for the young people of the entire community, and as such should be qualified to decide questions of great importance such as these for example: When shall this girl begin vocal lessons? Shall she become a music supervisor, and how shall she proceed? Shall this boy continue or cease singing while his voice is changing? Shall this boy sing tenor? and, if so, does the supervisor know how to train him so that he shall sing without injury to his voice? Shall this girl sing alto, or shall she sing soprano? Shall the third grade sing in two parts? Shall the Grammar School sing in four parts? Shall the High School sing Oratorio? Shall this girl sing in the church choir at fifteen years of age? Shall the teacher who is stone deaf teach her class in music? Shall the community have a choral society and an orchestra? These and numerous other problems are constantly arising, and the supervisor who decides them wisely must be a thoroughly trained and efficient teacher and musician.

The first and foremost problem of standardizaton, therefore, is the establishment of an adequate standard for the selection of supervisors of music. Broad and thorough courses for supervisors of music should be offered in every state, presumably in connection with some collegiate institution where general education, pedagogical training and professional musical training are offered, free from the narrowing influences of commercialism which are usually associated with the private school. Following the establishment of an adequate standard for training the supervisors will come better salaries and a higher type of men and women in the profession. The position of supervisor of music demands the best talent which the country affords. The musically gifted college and university men and women are needed in this profession, for in addition to the necessary special training, it requires a liberal general education.

The next most important question is the musical education of the grade teacher. This is a problem of standardization which each state is in duty bound to solve. There should be a minimum musical qualification for entrance to the normal school, preparation for which should devolve upon the elementary and high schools. Failing to fulfill this requirement, she should be conditioned in music; failing to remove this condition while in the normal school, the diploma should in some way show that the teacher is not qualified to teach music in the schools. Only in some such way can the children in the public schools and the superintendent and boards of education, be protected against incompetence in the teaching of music. Every training school for teachers should have an efficient and thoroughly trained music teacher, whose *principal business should be to prepare its students to teach music in the elementary school.* Failure by the State to provide means for the training of grade teachers in music is unwise and short-sighted in the extreme, and is obviously against public policy. Because of the lack of training on the part of the teacher, the time and money devoted to music is often worse than wasted; voices are impaired, interest killed, and golden opportunities for the child and the community lost, all because of the State's unwise and disastrous policy concerning the teaching of music in the schools. Of all the subjects in the curriculum, music is the one in which the teachers lack not only the necessary training for teaching, but also knowledge of the elementary subject-matter. In every part of this great State, and in every other state, teachers knowing neither subject-matter nor methods are not only allowed but required to attempt to teach music daily. And yet, music is the one subject which *demands* special training on the part of the teacher, because of its technical character and because of the dangers of injuring the voices who are taught by an incompetent teacher. Indi-

ana, Iowa, and a few other states, have set a minimum requirement in music for grade teachers, one which must be satisfied by passing an examination. This is a step in the right direction and may well be followed by other states.

A third necessary condition is the use of a carefully graded syllabus in music for the elementary and high schools. The present policy of allowing each supervisor to make his own course of study, or work without one (which is the more common practice), would not be tolerated in any other subject. A sane, minimum requirement for each year, with general directions to teachers, and a bibliography of texts for teachers and pupils, is a practical and necessary step toward standardization. The State of New York is about to adopt such a syllabus. That most of the states throughout the nation are attempting to teach music in the public schools without a syllabus, without a guide either for the supervisor or the grade teacher, is a lamentable fact.

Given a supervisor with sufficient capacity, with high ideals, with enthusiasm, and with adequate training, who is working with a corps of teachers knowing the elementary subject-matter as outlined in a well-graded syllabus, there is, in the teaching of music, no limit to the educative, humanizing, uplifting and refining results which can be accomplished in any system of schools. Twenty-five years of consistent work under favorable conditions will revolutionize the musical conditions in any community.

A practical demonstration of School Music was given by children of the upper grades of the Steelton public schools, under the direction of W. M. Harclerode. This consisted of short sight reading exercises and the singing of songs of various degrees of difficulty in three and four parts.

The report of the committee on resolutions was read by Mr. Cogswell and unanimously approved by the department.

RESOLUTIONS ADOPTED.

The greatest need of to-day in vocal music throughout the schools of the entire state is a thorough and uniform course of instruction. Through the efforts of the Music Department of the State Educational Association, we believe many helpful suggestions may be given and great good accomplished. Therefore, be it

Resolved, That we put forth greater effort than ever during the coming year to aid in the work so well begun.

Resolved, That we extend a vote of thanks to the officers of the Department for their earnest efforts that have resulted in making this a most successful meeting.

Resolved, That we extend a vote of thanks to Dr. Dann and Mrs. Clark for their valuable help, and to the supervisors and children of Harrisburg and Steelton for the enjoyment they have afforded during the sessions of the department.

Mr. Rose was appointed to represent the department on the general nominating commtitee.

The following named officers were chosen to serve for the current year: President James McIlroy, Jr., McKeesport; Vice-President, A. L. Fillmore, Pittsburgh; and Secretary, Elizabeth Maladey, Pittsburgh; Member of general Nominating Committee, James McIlroy, Jr.; and members of Educational Council, Hamlin E. Cogswell, Indiana, 3 years, W. M. Harclerode, Steelton, 2 years; and Laura B. Staley, Ardmore, 1 year.

The Department then adjourned.

NATURE STUDY ROUND TABLE.

THE Nature Study Round Table met in the Science lecture room of the Technical High School on Wednesday, December 30th, at 9:30 a. m. In the absence of Mr. Randall, Prof. L. J. Ulmer, of Williamsport, presided. The session was very well attended.

The first paper, "Nature Study in the City Training School" was by Miss Anna M. Deens, of the Pittsburgh Training School.

NATURE STUDY IN CITY TRAINING SCHOOL.

Our outlook upon this work of Nature Study presents two views:

1. That of Nature as essentially an outdoor proposition.

2. The material selected from a field so broad must come within the pupil's reach, and must underlie related work in the grades in order to secure co-operation in development.

The purpose ever kept in mind is a wholesome outlook upon the life of which child-life forms a part.

The season leads in determining the subject-matter the exact material used in illustration being adapted to the grade. The same idea may be set forth in several grades, but with enough variety in presentation to stimulate inquiry and to prevent ennui.

In the fall, "Preparation for the Win-

ter" furnishes a theme of interest, hence the gathering of fruit and dispersion of seed appeal, and material is readily available in many regions.

Children in the first grade during September may trace the change from the golden-crowned dandelion to the white head, that one "blow" sends on a journey afar, teaching its own lesson, easily recalled the next spring when no restriction is laid on any child's gathering the blossoms at will and in all places—no "keep off the dandelions" offering a barrier to his joy of possession. Later the children get the idea of food and its storage from the squirrels they see in the parks, and with which they cheerfully share their bag of peanuts. The delight when Bushy Tail sits up and nibbles the nut or flies away with it to his hole or cage in the trees is only one phase of this realistic lesson. In suburban regions such as ours we still find a few native squirrels.

Second grade pupils may have the same general idea impressed by having to pick burs and Spanish needles from their clothing or from a pet animal. A new structural phase of seed dispersion is evident; a new means of distributing seed is brought to mind, and the effect of both upon plant life is easily made clear. The making of our baskets gives idea of form in handwork and is suggestive in a simple striking manner of adaptation in structure to purpose.

One of the fall lessons given to grade 2, is a visit to the Country Club garden, within easy reach, to find out, in this preparation for winter, which parts of the plants are used for food and just where food is stored for future use by both the plant and the children. They come back into the school-room laden with all sorts of vegetables dug by the obliging gardener.

Later the enterprising teacher of this grade and the interested pupils prepared illustrated booklets of pictures cut from seed catalogues and various other sources, all neatly labelled, e. g., "Roots used for food," illustrated with a colored picture of radish or beet or carrot; uncolored illustrations of cabbage and celery neatly cut were pasted to show "Leaves used for food." The variety of forms selected, together with the neatness and accuracy in cutting and pasting reflected credit on their ability to use their hands as well as to recognize form. In a written lesson simple statements of facts secured another mode of expression.

The pupils of grades 3 and 4 at Halloween have a sort of nut and fruit carnival, bringing in from home and market all varieties of fruit available. This makes an interesting lesson as to where a certain variety of fruit grows, how it grows, and why it grows, thus bringing out facts concerning the life history of the plant and its relation to the child's interests. A direct point of contact is furnished by this occasion and turned to good account. The idea of *seed* soon dawns in its relation to fruit and the continued life of the plant.

Meanwhile Grade 5 has planted wheat and rye in order to be ready for the agricultural phase of the geography of Pennsylvania. They visit the Carnegie Museum and make definite observations in the economic section of the botanical department and discover many other seed and food products. Grade 6 in the autumn observes falling leaves, and the formation of bark in "Nature's preparation for Winter," and this leads up to the manufacture of cork, one of the chief industries of our city. Thus interest in local industrial life is awakened. In similar fashion the higher grades correlate geography with nature study, the eighth grade becoming interested in the harvesting of grain in great agricultural centres, the raising of fruit, rearing of animals, the mining regions and their output, tending toward transportation and export and import duties.

While the fifth grade pupils are occupied in the fall planting of grain, the fourth grade plants bulbs in pots and in beds on the school grounds. An interesting civic phase of education finds expression at this point. The Superintendent of Parks, George W. Burke, co-operates in every way possible with the school to create an interest in this line of work. His able assistants in nursery and propagating houses are indefatigable in demonstrating to the student the advantages of practical work. Pupils have lessons in the actual planting of bulbs in the propagating houses, soil, pots and bulbs being furnished by the park authorities. The tulips planted in October are taken home, watched and cared for there. Outdoor bulb culture is provided for on the school-grounds, serving the two-fold purpose of beautifying surroundings and giving practice in bulb culture. A bed bordering the house-wall presented an unsightly corner that caught stray pieces of paper, apple cores and kindred debris. This suggested a trellis and a vine to cover it. Fourth grade boys are now making the trellis in their manual training time and it will be ready to support the honeysuckle vine planted by the girls of the same grade, when it is ready to climb next spring. Work in every line is designed to contribute to a common end.

This same grade had a lesson in transplanting at Arbor Day season this fall. A section of the park is set apart as a school

garden; in this there is a nucleus of an arboretum of shrubs, vines and hedges adapted to city life and lawns. This group of pupils chose the Althea Rose of Sharon. They noted its resemblance to the common garden hollyhock and pretty mallow. Farther along they learned that this family is of world renowned fame through its textile, fabric-producing cotton plant of commerce.

At this point is introduced a demonstration lesson on *Cotton*, in which the cotton-ball is furnished; the seed picked out; the fibre separated from the seed and twisted into thread, and the cotton thread or coarser jute woven into mats and rugs. Many varieties of woven cotton fabric are exemplified in garments worn, and in specimens mounted on charts by pupils. Thus the contribution of the plant as well as the contribution of man's industry to human comfort is realized.

For an example of winter work in Grade 2, correlating observation and expression through handwork and language, note the expanded plan offered below in demonstration of the subject "Wool."

Grade 3 takes advantage of weather conditions as they occur in the changes common to fall, winter and spring. The winds are studied—their prevailing direction; clouds; rain; snow—opportunity being seized to note the first snow-fall in its beauty and the frost as it appears mysteriously and forms on grass and window-pane. These manifestations as well as varying temperature and the effect relative to season and growth are studies in a way adapted to the child's comprehension.

The idea that preparation to meet these conditions should be made in the fall and that there is necessity for clothing and shelter to meet winter conditions is impressed.

With the advanced classes—the students in training for teaching—the work is modified to meet (1) Their need for knowledge which only intimate acquaintance with Nature can supply—this is the informational side, the equipment phase. (2) The practice phase—the preparation and presentation of lessons adapted to the grades. (3) The appreciation phase which touches the spirit and leaves it quickened.

The study of living insects and trees is begun in September with Junior classes while the trees are still in full foliage or fruit and may show the effect of insect foes. The City Shade Tree Commission has furnished abundant material for such study along our streets. Our first observation trip this fall took us across the street where a line of Norway maples furnished a fertile field for observation. Each new discovery was enthusiastically heralded, and enquiries ran riot—first ants, then glistening drops on leaves, little bugs infesting leaves, and the little tubes from which the "drops" exuded were found, hand lenses serving a good purpose here. Soon one pupil displayed a leaf bearing a cluster of orange eggs; another a queer spotted larval form, "a creepy, crawly thing"; a third student balanced a "lady-bird" on her finger and someone recalled quickly "the fly-away home" warning. But ere it flew the three students formed in line and constituted a sort of composite teacher from whom the class got a demonstration of metamorphosis, not to be effaced, and the relation of ant, aphid, and lady-bird beetle was established. An hour had sped by all too swiftly, the walk was at an end ere it had well begun. But the point of inter-relationship of nature's forms had been made—a natural enemy and a natural means of holding it in check had been impressed.

In the spring, Bird Study furnishes a constant source of interest and pleasure—it is a topic of community interest—no sex or age limit, no grade distinctions in school, no club qualifications, or society barriers; every organization has its students, and the fraternity of Bird Lovers grows in membership every season. The lowest grades in school learn to recognize the common birds by color and song. Each year's observation adds something of interest as regards habit. The more detailed study of birds, the necessity for their care and protection we place at the age at which a boy's natural bent is to throw and shoot, heedless of effect. Our bird lore is strictly first-hand until reference to a standard book is necessary to settle a dispute when opportunity for a confirming observation is lacking.

I believe we are seeing results. It is already hard for a boy to back up a cruel act against open conviction and class scorn. "Caught with the goods" is enough to ostracize a boy now. Outings in late April and May find many of our local birds nesting, and while a few are disturbed as a result of locating them, "Scouts" are on the look-out to report offenders.

The Manual training department is aiding this movement to protect bird life by building and placing bird-houses, drinking fountains and feeding cages. Here again our park authorities help along in the work. On Arbor Day this last spring we planted a class tree and erected a bird box near it on the edge of the school garden.

In both spring-time and fall we locate ant hills and study community life at close

range. Indoors we study the life of the bee with the observation hive. Questions as to food, pollen-bearing and honey-storing, of brood cells and of egg-laying by the queen, find their own answer through patient watching. An indoor artificial ant nest exemplifies ceaseless activity, but so far we have not been so successful in demonstrating division of labor among members of this group as we have been with the bees; yet many interesting observations are made, many impressions altered, and hazy ideas clarified as a result of seeing things as they really are.

A seasonable lesson not restricted to grade is evergreens, from the outdoor standpoint, as well as from indoor decoration. Many varieties are studied and the "Christmas tree" as nature furnishes it is brought into the school room, and its significance in song and story brought out in many pleasing ways. A demonstration of the many plants used for Christmas decoration sent from the Phipps Conservatory, makes the Nature Study room an attractive place for the real study of how nature has provided the material for the Christmas festival from the yule-log to the bay-berry candle.

These illustrations may suffice to show that three factors enter into the plan of this work: (1) Material furnished in concrete form and at a seasonable time. (2) Adaptation of material furnished to the interests and capacity of pupil at various stages in his development. (3) Correlated effort in rounding out the pupil's development.

As indicated throughout this sketch it is seen that nature study, as such, is pursued in the lower grades and finds effective correlation with language and handwork. From the fifth grade through the eighth, nature study is incorporated with geography, and supplementary lessons are planned emphasizing the relationship of the materials handled in these kindred subjects.

Cheerful co-operation is offered throughout the entire scheme, and a unifying influence emanating from the head of the Pittsburgh Training School for Teachers and heartily entered into by enterprising teachers both in the training school and the elementary grades, makes such co-operation feasible and is going far to prove the efficiency of such a plan. The central organization has provided for a Nature Study and School Gardening Department with a director at its head.

An expanded lesson plan on Wool demonstrating co-operation is appended.

A plan worked out from the standpoint of industrial arts in which Nature study stands related as a phase of the "Sand table Farm" has been prepared by the instructor in charge of the department of Industrial arts. This proved in an informational way, drawing upon the experience of the child, for consideration of (1) The farmer's home and food. (2) The farmer's fields and barn. (3) The farmer's animals and their food. (4) What the farmer furnishes the city. (5) What the city furnishes the farm.

Toward this end provision is made for a trip to market or store. A visit is taken to the economic department of the Carnegie Museum for definite observation of specified exhibits. An observation lesson is given on the grounds of the Pittsburgh Country Club nearby, due to the courtesy and helpful spirit of the president and superintendent of the club.

LESSON ON WOOL.

(Offered in demonstration.)

Theme,—Preparation for Winter.

1. How animals are protected.
2. How people are clothed.

Grade,—Adapted to Second Grade.

Time,—Early December, following harvest idea of Thanksgiving season.

Material,—

1. Chart and case of wool materials.
   a. Fleece of sheep.
   b. Sheep skin—chamois.
   c. Wool in stages of preparation.
   d. Manufactured product.
2. Experience of pupil,—Recall of sheep seen.
   a. A pet lamb.
   b. Flock of sheep driven through street.
   c. Sheep grazing or feeding.
   d. Sheep sheltered—"in the fold."
3. Note garments made of wool.
4. Samples of pretty woolen goods mounted.
5. Pictures of sheep by good artists.
   (See picture-study selections.)

CORRELATED WORK.

1. Handwork,—lesson in weaving.
   a. Work on loom by pupils.
   b. Allied occupations.

(1) Spinning by hand; Use of spinning wheel may be demonstrated.

(2) Knitting,—observation made at home, and in class-work of higher grades.

(3) As an art phase tapestry-weaving may be noted.

(See picture-study below.)

This work is planned and directed by the teacher in charge of Industrial Arts department.

2. Language,—
   a. Supplementary reading from "Lan-

guage through Nature and Art." Selection 1. "Arachne," page 88, bringing out idea of Nature's weavers—the spiders.

2. Woven pictures—a lesson, page 87.

3. Story of Anton Mauve, page 66.

b. Poem,—"A wonderful weaver" by George Cooper, suggesting the weaving of winter's mantles of frost and snow.

c. Recitation,—"The Coat that Jack wears," by Charlotte Perkins, may be written in stanzas, and each verse illustrated by a picture cut out and mounted. The best of each may be selected and made into a booklet; or each pupil whose work is chosen may recite orally his stanza, and thus the entire selection be given.

d. A writing lesson in paragraph form is based upon some interesting feature of the subject-matter; thus, the necessity for language well written is called to the child's attention in an impressive manner.

e. Story-telling,—"Grant — Energy and fairy-skill by Maud Lindsay, teaching that strength and skill are happy comrades; "Tis the mind must guide the hand."

3. Picture-Study or Language through Art,—

a. Sheep pictures by Anton Mauve.

b. Sheep-fold by Jean Jacques.

c. Present-day spinning—Greek post cards mounted.

d. "Priscilla Spinning." See mount.

e. "The Knitter" by Millet.

f. Navajo Weavers—page 85 of Perdue—Griswold.

g. Tapestry picture—"Return of Ulysses" by Pinturicchio and "Flora" by Burne-Joyes.

4. Music,—"Cob-webs on the Grass." Smith, No. 2.

BOOKS FOR REFERENCE.

1. By Teacher: Kinne and Cooley, "Shelter and Clothing." 2. By Teacher and Pupil: Perdue-Griswold, "Language through Nature, Literature and Art." 3. For *pupils* who may be ahead in any line and need occupation: Carpenter's, "How the world is clothed," bringing out (1) Nature phase, "Wool," pages 73–79. (2) Industrial phase "In a woolen mill," pages 96–104. (3) Occupational phase "The Story of the Stocking," pages 135–140. May be told as a story. (4) Geographical phase "Travels in Sheep-shearing Countries," pages 89–90. Chamberlain's, "How we are clothed." (1) "On a sheep ranch" pages 59–71. (2) "Woolen cloth and clothing" pages 72–79. Cooke's "Visit to a Woolen mill." Several copies of each available.

This was followed by an illustrated talk by Prof. L. J. Ulmer, entitled

A RAMBLE ON AN OLD FARM.

His slides showed all the wealth of beauty which exist on the old farms of country life, and for which the average farmer and his family have often little appreciation because of lack of training. After showing slides of the early spring flowers and the natural beauties of the fields and woods, he turned to the insects of the farm, and spoke of the harmlessness of some of the very formidable-looking ones, the "horned hickory devil," for example, and then touched upon the metamorphosis of many of the large moths and butterflies. He also showed some of the harmful insects which are in a way responsible for the high price of some farm products. The plum curculio and the peach borer were among these pests. Several slides showed the results of lack of care in the woodlot, and others the conditions existing in many sections after the cutting of timber. By way of contrast he showed a properly tended woodlot, and the stand of new timber on a deserted pasture, as well as the second growth about an old chestnut stump which, in sixteen years was heavy enough to yield telegraph poles.

Prof. Ulmer spoke of the value to the farmer of a proper understanding of these things. He told of the pleasure which has come to several country girls through a slight knowledge of birds. It has led to a careful observance of all the birds they saw, and the keeping of a bird record which has proved instructive and interesting. The gist of the talk was that an awakened interest in many of these things would bring about a more contented life among the young people in the country and that the deserted farms, of which he showed several, would no longer be so common. One needs only to be city born to realize how very much is necessarily missed by not having been born on the "old farm," and one can only be sorry for those people who have all about them the beauties of "God's great out-of-doors" but who see them not, because their eyes were never trained to see, nor their minds to appreciate.

Prof. Ulmer's talk was followed by one by Dr. Schmucker, of West Chester Normal School, on "The Training of the Teacher to Teach Nature Study." He said that he took the subject to mean the training of the teacher who is already teaching. He gave but one requirement for becoming a good Nature Study Teacher, and that is a profound love for and interest in

Nature. With this as a foundation, every teacher might become a factor for good in the awakening of her classes to the beauties of nature. He said there is no special place to begin. Any thing may do for a beginning. He suggested that each teacher might take up one phase of Nature Study and follow it. One might choose trees, one flowers, one birds, and another insects. If the four went on jaunts together, each following her own line of interest, and calling the attention of the other three to the important things, then each one would, at the end of the trip, have a very good general knowledge of the subjects studied by the other three. He recommended the frequent use of a pocket lens to assist the eye upon such excursions. He spoke strongly of a knowledge of the things of Nature under the various conditions in which they exist at different times in the year. He spoke also of the joys to be found in a ramble alone, and cited his own recent trip in the Rockies as an example.

Dr. Schmucker's talk was followed by two papers on "What I am Trying to do in Nature Study," the first by Miss Julia A. Shourek, of the School of Education, University of Pittsburgh.

WHAT I AM TRYING TO DO IN NATURE STUDY.

The end which I am trying to attain in my work in Nature Study is to cultivate in the children under my care a deep and lasting interest in the natural phenomena about them. I am able to reach the children through three avenues; incidental nature study, Audubon societies and the school garden.

There are so many things in which children are interested and about which they ask questions if they have a reasonable assurance of an answer that much work can be done incidentally. So many things are brought into the class-room that some very excellent nature study material is collected. If this is properly handled the teacher may do much to awaken the minds of her children in the wonders about them, an interest which, if once aroused, will be a source of pleasure and recreation through life.

The work I have done in the class-room has been restricted to those things in which the children are naturally interested. These they bring in and I explain them as thoroughly as I think is necessary. The only exception which I make to this rule is the introduction of such subjects as may deal with the lessons in Geography.

I never find a dearth of material. Children seem to be anxious to find the insects or flowers or stones about which they know nothing, and to ask questions about them. Sometimes they bring a motley array; a piece of mica schist, a gall from oak raspberry, a newt or a jar of tadpoles, a piece of sandstone from a new curb or a piece of granite from the monument works, a fossil coral from a gravel bank or a bit of hematite dropped by some passing freight train,—these are just a few of the things which have been brought in. The living things are kept in breeding cages wherever possible and their development watched; the minerals are kept in a cabinet unless there is a similar specimen already there; the adult forms of insects are put into a cyanide bottle, mounted, and added to the "collection." Many times the material is of no value and this is discarded after the children have gone home.

Much interest was shown in the large sphinx larva which was brought to school this fall. It measured fully four inches, and no breeding jar being available and his time for pupating being near at hand, he was placed in a large flower-pot covered with cheese-cloth. He was quite lively for a few days but finally settled down, became very much shrunken and soon cast his larval skin. The pupa was a beautiful translucent green. In a few hours it had darkened and became brown. We are now hoping that he may survive the winter and that we shall see him emerge.

Three small snake-necked turtles are a source of pleasure and interest to the boys and girls. They live in a bowl and are fed once a week by some member of the class. When we discovered that they preferred earth worms to a raw beef diet, we stopped long enough to discuss the habits and economic value of the earth worm and to feel its "feet."

The material brought in is unexpected and the criticism may be made that such work is not systematic, but elementary school children are too young for much systematic work in Nature Study. When we begin a rigid systematizing we are no longer in the realm of Nature Study, we have reached Biology, and that belongs in the secondary school, if not higher still. I feel that a healthy interest which overcomes the prejudices to many forms of plant and animal life, if properly aroused in the elementary school, will lead to a much greater understanding when the time for the study of biology is reached.

The organization of Audubon Societies has interested me because it has a twofold value. While children are learning about birds, they are also learning plant and animal forms which serves as the food of the birds. Weed seeds, wild fruits, small mammals and insects, can all be touched upon

in this way and tend to stimulate a healthy interest in the relation which exists between them and the birds, and man.

Until this year I have interested myself merely in the formation of bird societies in the various rooms in the school. When I found how very much interested children become when bird skins are used I organized a club which meets once a month in the Carnegie Library. All children who belong to the smaller clubs in the school may belong to the larger one. We borrowed from the Carnegie Institute, skins of the permanent and winter residents in our section, and are studying them now. We have discussed bird protection, bird houses and winter feeding. One of the librarians tells a bird story and we have a few papers written by the members, and a time for general discussion. At our last meeting we had over seventy children present. This promises to be a source of much pleasure as well as instruction along Nature Study lines.

My last avenue of interest is the school garden. This has the greatest possibilities but has also the disadvantage of reaching comparatively few children, and those through only part of the year. However, it is well worth discussion here as many of its interests may be carried over into other subjects in the school curriculum.

The work begins early in the spring with some discussions of soil, its properties and uses. We plant seeds in clay, in sand, and in good loamy soil, and watch the results. We also mark the results of the effects of water upon each kind of soil. Then we make germination tests. This is an excellent way to introduce percentage. We take 100 radish seeds, 50 beet seeds, 25 grains of corn and 10 beans. These are germinated in saucers between layers of blotting paper. Then a table is made on the board, and per cent. of germination recorded. Seeds with a germination of less than 75 per cent. are discarded. This test gives an opportunity to see the root-hairs, and to study the structure of the larger seeds. During the preparation of the soil for spring planting many larval or pupal forms are dug up. These are properly labelled and placed in breeding jars. (We use an earthen flower-pot filled with sand, with a lantern globe set into the sand. A cheese cloth cover over the globe gives access for air. The label is pinned to the cheese cloth.) The care of these cages is left almost entirely to the children after they learn the food habits of the occupant.

The week or ten days after the gardens are planted, are usually the hardest in the entire garden course. The children feel that there is nothing to be done. These days are spent in scouring garden and neighborhood for cocoons, chrysalids and insect eggs. Sometimes the female of moth or butterfly is caught and she deposits her eggs in the breeding jar. The development of eggs, pupa or chrysalid is carefully watched. Smoky winged swallow tail, cecropia, promethia, polyphemus and tussock moth have all been raised in this manner. Last summer a branch laden with caterpillars was brought in and in the course of a few days 54 mourning cloaks emerged. Here a child learns the caterpillars which do much harm and those which do comparatively little.

Last summer also we tried an experiment which has endeared the ladybug to my boys and girls. A part of one of the cosmos hedges was attacked by plant lice, and it looked as if they and not the children were to reap the benefit of the work done in that hedge. I sent the children all over the garden to hunt ladybugs. These were put on the cosmos and in a few days the plant lice were all gone. Only a number of fat ladybug pupæ remained to show that the ladybugs had helped in the heroic work.

The kindergarten rabbit was adopted last summer and gave opportunity for some lessons. An ant-battle had taken place and we watched the victorious red ants lead their vanquished black ants' young into captivity. Then we saw the victors discovered by a family of flickers, and a few days later searched in vain for signs of either red or black ants. We saw only some plump and contented-looking flickers, and then the children realized what I mean when I speak of the maintaining of Nature's balances. There are many other things that have come up in the school garden, some trivial, some of importance, but each one makes the children more observant of conditions about them and more appreciative of Nature's wonders. I believe that children so awakened will develop into men and women with a broader and clearer outlook into life.

The closing paper of the session was read by Miss Emma Davis, of Johnstown, upon the same phase of school experience,

WHAT I AM DOING IN NATURE STUDY.

What I am doing in Nature Study this year is very much what I was doing last year and the year before, so that I have little to add to the papers on this subject already presented to the Round Table, and I shall not weary you with a repetition of their contents. Still I should be ashamed to have to confess that I had made no progress, conceived no new ideas and achieved no discoveries.

The same general plan of work that I have outlined before continues to roughly satisfy our conditions and my mode of attack remains the same but naturally I have made a number of changes in the details of the work. The changes have come through a growing comprehension of the child's crying need of doing things with his own hands, a need our public schools are still sinfully neglecting. What it means to the pupil to have this need supplied is being forced upon my own city with the adoption of that most excellent system. The Fitchburg Plan of Co-operative Industrial Education. With it installed, I find boys who were indifferent or even antagonistic to High School, who laughed at reports on which the average of sixty and seventy per cent. or less in ancient history and Latin was a common monthly occurrence, now boasting of making ninety-five or ninety-eight per cent. in shop mathematics and drafting and impatient because some other fellow has been promoted to the running of a desirable machine. Some of these same lads had left the high school in disgust a year or two years before, but are now in love with the school course. "Simply great," says one. "The only school course," another tells me. Why? Because these boys are the type of pupils to whom work with their hands and the immediate practical application of what they learn in class is an absolute, I might say a spiritual, necessity. They like physics and shop mathematics because they see why they study them. Every alternate week in shop laboratory and drawing room they face the problems which the school helps them to work out. They know now what they are aiming at.

I believe these boys are a type of the majority of the pupils in our public schools. So I am trying to give mine something to do. Next year I hope to make more use of Nature Study materials to that end, as I learn how, and I wish the Round Table would suggest ways in which it can be done. This year I made my beginning by using drawing as a medium of self-expression and a basis of detailed study of plants and insects in the seventh and eighth grades, trying to be ever on my guard against killing the spirit of Nature Study by too much cut-and-dried facts of form but putting emphasis upon the relation of form to function. I had long been convinced that Nature Study and drawing are inseparable but had never had the course to teach the latter. As we draw we study the plant's environment and touch on its history and relatives, whether it grows in dry or moist places and why, why it has briars or tendrils and what they are, what puts it in the lily or some other family and what class of fruit it produces. When the drawings are done, leaf, whole flower, sepal petal, stamens and pistil, etc., we write a short description of the plant and file it with the drawings to be made into a booklet in the spring. Now that fresh material is difficult to obtain, we have been working on the holly, mistletoe, and evergreen trees. After the Christmas vacation we shall try twigs and whatever fruits are obtainable.

I want to say here that no teacher need hesitate to undertake a new branch in Nature Study because she is not prepared. My inability to draw was what largely determined me to teach drawing, because I realized that I am handicapped through some teacher's neglect and I do not wish to be guilty of the same shortcoming.

Although sewing does not properly belong to nature study we did a little sewing this year. We tried to consider the scope of our work large enough to cover human nature and the way these little human animals expanded with the experiment was a study for the teacher. Acting upon a hint in an old drawing manual I asked the fourth-grade pupils to bring in pictures of animals suitable for tracing in outline to make a quilt for the children of the Orphan's Home for a Christmas present. These animals were transferred to squares of muslin by the seventh grade and returned to the fourth with threads of red embroidery cotton and each child embroidered his animal in outline stitch. When the work was completed and the menagerie assembled, the lion with the lamb, the monkey and the parrot and all their kith and kin, the whole show was good to look upon and I was proud of the little workers. But my pride was nothing compared to theirs, and the joy they had in seeing that the work of their hands was equal to the happy anticipation with which they had stitched and planned and discussed the pleasure of the poor children on Christmas morning. They had asked me so many times which child I thought would be allowed to sleep under the quilt first that I threatened to set one of the little embroidered dogs on them to keep them quiet.

The quilt proving so successful I helped the third grade to make Christmas stockings for the same Home. These were of tarlatan which their own teacher helped me to cut and baste, and together we showed the children how to catch the edges with a blanket stitch in bright yarns. While we worked we talked of what should fill them. Popcorn, candy and nuts were voted most popular with a little "prize" in each stock-

ing. Next day each child was allowed to fill his with the goodies provided putting in his little present, a knife, a doll, a sample of tooth powder, a dime or anything that appealed to his fancy, together with a small Christmas card made by the seventh and eighth grades during the drawing class. They were very pretty when done. Even had they been less so, I should have been satisfied, for whatever they may mean to the children of the Orphans' Home it was good for my pupils to have done them, which was my primary consideration when I began the work. I became almost unpopular with the other grades because I had not allowed them to make something for the cause and I had to promise to plan for them.

I wonder if it would be possible to make Christmas candle sticks of acorns by hollowing out the cup and glueing it to the saucer. I mean to try it next fall while the acorns are still green. Last spring one of our happiest discoveries was the possibilities of the mandrake when made into a doll according to Mrs. Comstock's directions. Would it not be possible for those of us who are near the woods to give the children a little practice in camp craft and Boy Scouting? I have never tried to work it out, but it looks feasible to me if one were willing to put in some extra hours.

I have agreed to organize a Boys' Corn Club among the few boys who can obtain the necessary ground to work. We planted several hundred bulbs around the school house this fall, the larger boys doing the digging and the smaller ones the planting while the very little ones had the joy of "going leafing" into the woods with burlap bags for the necessary winter mulch. In the fourth grade each child is growing a bulb of his own to beautify the building. Some of them are blooming now while others are being held back under my supervision for Easter gifts to the hospital.

Miss Pearl McDonald, of State College, has agreed to spend several days with us in giving the older girls lessons on Home Economics. We have no outfit but she says if we can borrow a few cooking utensils and supplies we shall be equipped.

We have begun to make a school collection insects, plants, etc., but collecting is not my strong point and I need some hints on what to collect and how, what is valuable material and how to use it. Will some one please make suggestions?

I always try to make a lesson on anything the children bring in. Often our most interesting periods are those for which I have had little preparation. The children like these impromptu lessons furnished by one of their own number. Sometimes we play the game of "twenty questions" in the grades that have studied flowers. You probably all know it. The leader says, "I am thinking of a certain flower." Then the pupils ask questions which can be answered by Yes or No. For example, "Does it have five petals?" "Are the petals purple?" "Does it have five sepals?" "Are they green?" "Does it have a heart-shaped leaf?" "Does it grow in the meadows?" etc. If the questions are all satisfactorily answered, and the identity of the flower discovered, another child becomes "It." It seems like a foolish little game, but it pre-supposes on the part of each an acquaintance with the common flowers, and it keeps the leader alert for misleading questions that would throw the whole school off the scent.

I believe we do too much for the children, tell them too much, and leave them too little to discover. In order to correct that fault in myself I occasionally describe some tree or plant which I am sure is near the school house and ask them to find it. For instance, I may say, "There is a dogwood tree in bloom near. The child who finds it and tells me may lead the class to it for a lesson to-morrow." Or I may describe some tree or plants quite new to them with the same promise. They are very fond of this game and there is quite a rivalry for leadership among a certain group.

In the seventh grade I am reserving one period a week in which the pupils may work out their own ideas in a bird note-book. I give them hints and suggestions, lend them books and help them with their illustrations, but each child arranges his own book to suit himself. This is another happy period. In fact, most of the periods are happy, and love of the work is its own reward.

Miss Julia A. Shourek, of Pittsburgh, was elected Chairman of the Nature Study Round Table, and the choice of Secretary was left to her. This appointment has not yet been made.

THE present (April) number rounds out our forty-ninth year on The Pennsylvania School Journal. During that time, month after month, we have made up and put through press every one of its five hundred and eighty-eight (588) numbers. We are glad and grateful for the past, and shall be glad and grateful for another twelvemonth of like duty and privilege that shall round out the half-century. "The dreamer lives forever, but the toiler dies in a day." We have known some rare dreamers.

TEACHER OF THE CLASSICS.

THE following paper on the "Teacher of Classics and Modern Educational Tendencies" by Miss Anna Petty, of the Allegheny High School, was received too late to appear in the Classical Section. It is inserted here as we go to press with the last form:

For more than a century the changing conceptions of life and its meaning have exerted a tremendous influence in all forms of human activity. In business men have paused long enough to question their own principles and practices, with the result that many things which were considered indispensable have been thrown away. For with the aid of science and the contribution of invention we find ourselves living in a situation to-day which those before us could never experience. We feel the pull of the newer ideals which draw us away from the theories and practices which used to be tenable. We recognize the passing of the doctrine of formal discipline and appreciate the circumstances which brought it forth. The theory of the transfer of training has been disproven by careful investigation and the fact established that "training along one line will carry over into another line only in the degree that the two lines of activity have some common elements." With the larger conception of the unity of life in all its phases necessarily come the rejection of faculty psychology and an investigation of those things done in the name of education.

It was found that the school system, established on theories now outgrown, was moulding each child to the pattern of the curriculum, instead of adapting the curriculum to the measurements of the child. It was also revealed that a large percentage of our "future citizens" who refused to sit still in the artificial mould which the machinery of our schools had fashioned, was compelled to seek their experience in the big world of reality often as a part of a more visible mechanical apparatus, in which they were at least interested and could earn their daily bread. Their yearning for real experience, their dramatic instincts found satisfaction only in doing things. It was first in the office, shop, or factory that they really lived, it was there that everything had a meaning

With that clearness of vision which enables one to weigh evidence, our best educators saw that a change must take place within the schools. That instead of being a place where the child is preparing to live it should be a place where he is actually living and living happily in a socialized atmosphere. That the class-room, instead of being a place where abstract lessons were "assigned" to be studied at home and "recited" later, should be a work-shop where concrete problems demanded by the child's experience are worked out A place where everything has a meaning and is of itself worth while. A place where the pupil's activities lead to a situation in which he is compelled to think. A place where his dramatic instincts are encouraged in intelligent expression. A place where the deepest call of the child's spirit is answered in continuous experience. A place where every influence tends to connect him with all that is best for him in our social inheritance, with all that makes his young life real and worth while just as far as he has lived it. Whereever the modern attitude is a subject of discussion the question is invariably raised "What can a teacher of the classics do with these ideas?" But in the light of all that is good in the modern conception, I put the question in a slightly different way, What can a teacher of the classics with these ideas do?

The boys and girls come for their first lesson in Latin because they have deliberately chosen that subject. Whatever language they speak, they have acquired by association with those who speak it and by direct contact with real things. If it is a class in a cosmopolitan district of a large city, there will no doubt be at least two or three to whom the English language is their latest acquisition. In my freshman class the past semester I had several boys who speak German fluently and never hear English at home, one girl who can chatter in Spanish for the accuracy of which I can not vouch, and one boy from fair Italia who made his appearance when the class was four weeks old. He quietly beamed through the class period at the close of which I asked him if he understood anything that was said or done. His eyes were even brighter as he said, "O yes, you teach so much like my own language. Where I went to school in Indiana we just studied a book. It had a map of Italy in the front of it, but I feel more at home to-day than since I came to America."

If one is fortunate enough to possess such a class, in fact with any group, it is easy to suggest with what eagerness the new boys and girls would watch the facial expression and gestures and those speaking a language unknown to them. It is natural for them to grasp the meaning of a whole sentence without knowing each separate word, in fact they never think of a word equivalent, they want only to know the *meaning* of the new language. It is in the text-books that

such a thing as a word equivalent is ever suggested. It is through book instruction that children acquire the literal habit. A young man who has just returned from the Philippine Islands tells how he was met one morning by an ambitious servant boy who was trying to learn English from a self-taught servant. The boy had memorized the pages of the book in a manner in which many children are memorizing lessons today, and proud of his achievment, thus addressed the American, "Good morning, sir, or madam, whichever the case may be." Who of us has not heard that same defense of the innocent, "Well, that's what the book says anyway." Personally, my own experience is more and more teaching me that the foundation of a language is most naturally laid and progress best developed by direct contact with those who have a usable knowledge of it.

The boys and girls who come for their first lesson in the Latin language have taken their first independent step by electing that course. It is my habit t give each of them a Latin name. This at once makes a natural Roman atmosphere and is suggestive of dramatic possibilities, incidentally establishing the vocation, individualizing the class and at the same time making the social bond closer. I have known boys who were together in other classes, English, History, Art and Algebra for several months yet they knew each other only by their Latin names.

It is my conviction that the only book the child should have in the early part of his first work in Latin is his note-book. This should be made in the class-room, at the suggestion of the teacher. Even at the risk of being misunderstood, I do not hesitate to say that, if there is the proper atmosphere in the class-room, if the lesson is an answer to the demands of the child, it is impossible to really teach two different classes exactly alike in exactly the same way. I cannot teach a class of girls in exactly the same way that I teach a class of boys.

Whenever the problems of modern pedagogy are discussed even by those devoted to the newer ideals the objection is always raised that these good things can not be done in the public schools, because there the classes are too large and that any effort for reconstruction would necessitate more teachers and that would mean more class-rooms and consequently a complete remodelling of the school buildings accompanied by an enormous increase of expense and a shower of protests from taxpayers.

In my experience I find twenty-five or thirty a more nearly ideal number than ten or fifteen, if you are working along the lines suggested in this paper. I have discovered only one man who agrees with me on this point but he is a real educator. Personally, I have tried both private and public schools. For several years I taught in a good private school where my classes ranged anywhere from six or eight to fifteen, seldom having as many as twenty, but in my present work in a public high school, where my largest class is sometimes thirty-two, there is a sociability, a spontaneity, an expectancy, a democracy, which does not exist in smaller numbers. For, naturally, in a group of thirty there is a varying degree of initiative, of personality, of capacity, of experience. Members of such an "embryonic community" are inspired by each other and those of a higher degree of mentality will demand more and consequently contribute more to the life of the class. By demanding more information they become interpreters of the needs of the class representatives, so to speak, of the "embryonic community," and in a socialized class-room, they naturally become teachers of other groups, thus developing habits of helpfulness and service which distribute their merits and elevate the entire group.

"The language instinct,," says Professor Denney, "is the simplest form of social expression of the child, hence it is a great, perhaps the greatest, of all educational resources."

Here then we find, perhaps, the greatest opportunity for continuing the reality of the child's experience. He will be interested in acquiring a new language in a similar way, and will most naturally want the interpretation of his daily life in terms of the new language. Here again the tendency to introduce Latin in the seventh grade finds a good basis for support. He will be eager to express himself in the new language. He will imbibe the Roman spirit in a Romanized atmosphere. He will take the keenest delight in dramatizing the simplest stories of childhood. Here we find numbers necessary, for with a smaller group a dramatization would be nothing more than a rehearsal without an audience.

All unconsciously he will begin to recognize Latin words in his English reading, he will be keen to remember mottoes and inscriptions which he sees. He feels like a discoverer because he is finding more and more of the influence of Roman life, living in his own.

His teacher as a real factor in his growing life, will see to it that he acquires his vocabulary from real objects and other concrete illustrations. She will have around the room the necessary suggestive material out of which, with wise guidance, interesting stories can be built.

All analysis must be left until later or at least until it comes from the class as a natural development.

The young language student is concerned with the meaning of the new language and with the fact that he can express himself in it. He could study a new language in the manner suggested here for months, or even years, without ever thinking of such a thing as a translation into another language. Such should be the happy experience of young Latin students as they unconsciously acquire the habit of speaking correctly and of understanding the simple Latin itself. Later on in their development they will want to pull it apart and examine its stems, roots and branches and learn the why of everything. Then they will be interested in making a collection of the cases, a paradigm of the nouns with their adjectives, discovering that the former fall into five groups, also in writing out the number of verb forms they have used, thus grouping the conjugations.

Since they possess good material and are constantly acquiring more healthy students, maturer ones sooner than others, will be in condition under proper direction to make their own conclusions about the why of the different cases, in other words to make their own rules of syntax. They like it. They grow by inches in doing it. They are in the exploring, discovering age, and, like the real scientist with the product of all of his experiments before him, they learn to weigh the evidence and to draw their own conclusions.

Of such students we can say that their life has been real, they have been living happily in a socialized situation. They learned the plural number by including their neighbors. Everything they have done has a meaning. Their life has been a continuous development in which their instruction has been demanded by their own growth. In their class-room they have continually met situations in which they were compelled to think, "for that is the only way self-directing individuals can live with each other."

A freshman whose Latin was taught in this way once wrote, "Of all the studies I ever had I like Latin the best, because in that room everything is real and there is always something new." When questioned by his English teacher as to what he really meant, he replied rather reluctantly, "Well in other classes you know what it's going to be before you go in."

Without knowing it, in his childish way he touched the vital difference between the former days and now. Subjects used to be taught from the standpoint of the curriculum, but modern educational tendencies emphasize the fact that everything should be considered from the standpoint of the child, and that "the school is integrally bound up with the entire movement of modern life."

In education as in religion emphasis used to be put on explanation, but now even progress is measured by one's attitude towards experience.

If the teacher of the classics is to teach the child of to-day, it is for her to provide an environment which induces those "developing experiences" in which he works out things for himself in the fullest and freest expression of his own personality, thus enabling him to *live* his part in the great to-day.

THE STATE FLOWER.

"THE WHITE FLOWER OF A BLAMELESS LIFE."

THE State flower is still in abeyance. Governor Brumbaugh has vetoed the bill to give the mountain laurel this distinction in Pennsylvania. The reasons for the veto are that, in his opinion, there has been no general sentiment signifying desire that it be selected; that some authorities hold that its leaves are poisonous, and that it is the official flower of Connecticut and has been for eighty years. The Governor thinks that Pennsylvania should have its own flower, and not one already chosen by another state.

It may be added that the official State flower should be one known to people generally, and that can be easily cultivated in yards and gardens or fields almost everywhere. Not one person in ten is familiar with this very beautiful thing, probably not one in twenty in the state at large has ever seen it, and not one in fifty or a hundred—perhaps a thousand—has ever paused over it in its brief season of bloom, in the late spring or early summer, on the steep slope of the river bank among the trees, or by the mountain road or path or trail, to wonder at the rare beauty of its corolla and the evident design in its structure—so amazingly unique—for the dispersion of pollen. The bud is a regular nine-sided figure with ten small pouches at the angles in which the ten anthers are lodged until, as it opens, the bent elastic filaments fly up and discharge the pollen upon the stigma of the pistil.

It is a wild thing of the forest and stream, that flourishes only in its natural freedom of the woods. It has its own wild ways, and will neither be tamed nor domesticated, but clings stubbornly to the old traditions. You cannot transplant or cultivate it with any fair degree of success or satisfaction.

It is a heath, of the genus Kalmia, species *latifolia*, "broad-leaved"—closely related to the azalea and rhododendron. It was named for Peter Kalm who was a student under Linnæus, the noted Swedish botanist, who may almost be said to have created the science of botany.

Kalm came to this country with the colony of Swedes that settled at an early day on the Delaware river where Penn afterwards laid out Philadelphia. The "Old Swedes Church" holds its name from this early settlement, though most of its people later moved up into Antrim township, Berks county, exchanging their claims for more and better land on the Schuylkill river, near what is now Douglasville, some twelve miles below Reading. Kalm was deeply interested in the flora of this part of the New World and sent back to Linnæus many plants that were unknown in Europe, among them this beautiful heath, with its strange pollen boxes so interesting under the microscope. The master named the plant in honor of his pupil—perpetuating his name for all time among the foolish folk who have learned to know and love Botany and Astronomy, and to look to God through flowers and stars.

We recall delightful days thirty or forty years ago when we made an annual High School excursion to the hills along the Susquehanna, from Columbia to Chiques. We went by train from Lancaster to Columbia, spent the day on the hills from Columbia to the Rock and the grounds of Dr. S. S. Haldeman, the noted scholar and scientist, who was always glad to see us, and took the evening train for home from the Chiques station. They were red-letter days. We always chose a Saturday when the Kalmia (the mountain laurel) was in bloom and at its best upon those river hills. All the boys studied Gray's School and Field-Book in Botany, not a few of them were enthusiastic in this study, and everybody knew the Kalmia *latifolia* as well as he knew the bird's-foot violet, the round-leaved mallow or the the apple-blossom.

The "lilies of France" are familiar as a proverb; England takes the rose; Ireland the shamrock (trefoil, used to represent the Trinity, may have been white clover or wood sorrel); and Scotland the thistle—"Don't tread on me!" of the old story. Forty of our forty-eight states are said to have made choice of a flower. New Mexico has with propriety adopted the cactus. Washington takes the rhododendron, so does West Virginia. Five states choose the golden rod and four adopt the violet as the state flower.

It has been suggested that the large rose-red, sweet scented Clover (*Trifolium pratense*) be adopted as our state flower for Pennsylvania. It is a beautiful head of flowers, known and cultivated very widely, and lends itself easily to artistic effects. The suggestion is a good one, but we would prefer the Rose, not the so-called "American Beauty," of the loose cabbage rose varieties, but the fine flower of perfect form and exquisite perfume.

Lancaster and York have each a sort of proprietary claim upon the rose. Lancaster has adopted the red rose on its city flag, and York will one day adopt the white—carrying along the historic associations of these towns in the mother country. Our state might take either of these. Our choice would be the White Rose.

Since writing the above we have seen mention of bills presented in the Legislature naming the sweet pea and the honey suckle. Good things, beautiful and fragrant, pleasant to every sense both of them, but there need be no haste in making this choice. When such flower is chosen let it be for the best good of the State and all its people for all time. We would make choice of the White Rose, and along with it the fitting and helpful legend, "The white flower of a blameless life." The State would become very proud of its White Rose. To millions of our people young and old, in schools and homes, through successive generations "the white flower of a blameless life" would seem a standing rebuke to evil-doing and stir daily aspiration towards the better life. We are what our thoughts are. We strive in the direction of our ideals. This peerless state flower, in itself and in its legend, would become a perennial blessing to Pennsylvania.—*Pennsylvania School Journal.*

FINAL REPORT OF TREASURER.

THE following is the report of March 27th of Treasurer Keck of the enrollment by counties for the meeting of 1914; Adams 99, Allegheny 1538, Armstrong 41, Beaver 128, Bedford 193, Berks 181, Blair 307, Bradford 27, Bucks 413, Butler 76, Cambria 101, Cameron 9, Carbon 36, Centre 74, Chester 181, Clarion 11, Clearfield 68, Clinton 59, Columbia 30, Crawford 69, Cumberland 77, Dauphin 593, Delaware 189, Elk 4, Erie 140, Fayette 214, Forest 18, Franklin 81, Fulton 3, Greene 217, Huntingdon 152, Indiana 37, Jefferson 53, Juniata 22, Lackawanna 715, Lancaster 176, Lawrence 6, Lebanon, 353, Lehigh 75, Luzerne 477, Lycoming 144, McKean 36, Mercer 85, Mifflin 52, Mon-

roe 7, Montgomery 182, Montour 24, Northampton 160, Northumberland 67, Perry 68, Philadelphia 377, Pike 13, Potter 2, Schuylkill 332, Snyder 96, Somerset 74, Sullivan 5; Susquehanna 39, Tioga 10, Union 15, Venango 67; Warren 25, Washington 459, Wayne 5, Westmoreland 1070, Wyoming 10, York 141, Other States 30. Total 10,838. To this should be added the 276 names of School Directors who enrolled at the Directors' Department of the State Educational Association but whose names were not sent to Treasurer Keck, making a grand total of 11,114.

In this large enrollment every county of the state is represented. Only one of the thirteen State Normal School Principals, one County Superintendent and seven City, Borough and Township Superintendents, do not have their names on the list.

Since the Treasurer's financial report was printed the following 100 per cent. districts have shown up: Abbottstown, Arendtsville, Bendersville, Conewago township, Fairfield, Conewago Ind., Littlestown, McSherrystown,—all the above are Adams county districts.

All this is a worthy record for the Pennsylvania State Educational Association.

A COUNTRY BOY.

WHAT can a country boy of fifteen do? Here is what Mr. Elbert Hubbard says: "When I was fifteen years of age, I could break wild horses to saddle or harness, and teach kicking cows to stand while they were being milked. I could fell trees and drop the tree in any direction desired; I knew the relative value of all native woods, appreciated the differences in soil, grains, fruits, and simple minerals. I could use the draw-shave, crosscut saw, sickle and cradle. I could make a figure-four trap, an axe helve, neck-yoke, ox-yoke, whiffle-tree, clevis, and could braid an eight-strand cattle whip. We used to mend our harness on rainy days, and I could make a waxend and thread it with a bristle, and use a brad-awl. I knew how to construct an ash-leach, and to make soft soap, apple butter and pumpkin pies. I knew the process of weaving flax and wool, of making and burning brick. I knew on sight, and had names for, a score or more of birds, and had a good idea of the habits of squirrels, skunks, wolves, and the fishes that swam in the creeks. I knew how to cure hams, shoulders, and side-meat; to pickle beef and cover apples with straw and earth so that they would keep in safety through the most severe winter, and open up in the spring, fresh and valuable. Of course my knowledge was not of a scientific order, and I could not have explained it to another, because I never knew I had it."

Do you know that the tree is like a *mill* that runs itself? The *raw materials* it uses are the minerals from the soil and the gases from the air. The leaves are the *machinery* that take charge of the raw material and make it into the finished product, sap, that goes to feed every part of the tree. The sunlight is the *power* that runs the machinery. The *waste products* of this mill that the leaves send off into the air are the very things that we human beings need most, oxygen to breathe and moisture.

Do you know of any other manufactory that runs itself, furnishes its own materials and gives away its products to bless and brighten the world?

"I do love a good tree," says Rider Haggard, "there it stands so strong and sturdy, and yet so beautiful—a very type of the best sort of man."

In connection with the report of the Directors' Department of the State Association in our last issue we gave also the proceedings of the Association of the Secretaries of School Boards. This new organization should at once become a distinct department of the State Educational Association. Its promise of practical result in benefit to the schools is great. It has come to stay, and it will grow year by year in usefulness and importance. There are enough far-seeing and devoted men among the twenty-five hundred Secretaries of our School Boards "to make good."

At the late meeting of the Department of Superintendence of the N. E. A., held in Cincinnati, Ex-President Taft made an address, in which he said: "Why should we not have at Washington an Examining University which shall have a large faculty of experts, who will go out at the request of the authorities of any community who have a school system, and examine that system, and report to the people who are paying the money for it what kind of a school system it is. In that way by comparison you will introduce a standard in the school systems throughout the country. Just as soon as it becomes known in the country that there is an impartial, wisely severe, and thorough method of testing the character of public school education in any community, or in any state, it will become compulsory because the people who pay the taxes will demand the evidence that may be had through such a university, that they are getting their money's worth for the taxes paid for education." This is a suggestion of account. It would cause a rattling of dry bones, and put a premium upon big hearts, big brains, big souls in the work of the schools.

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ALLEGHENY—1538

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S. B. McCormick,[8] Pittsburgh
W. G. Chambers,[8] Pittsburgh
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Kate C. Robinson,[1] Sharpsburgh
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H. W. Golden,[3] Bellevue
S. B. Linehart,[8] Pittsburgh
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Jean Haugh,[1] Mount Oliver Station
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Annie E. Conrad,[1] Pittsburgh
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Lovinia Gable,[1] Pittsburgh
Ethel J. Lytle,[1] Library
Irma H. Beard,[1] Leetsdale
T. J. Herman,[3] Carnegie, 2
Anna Qualk,[3] Duquesne
F. D. Brown,[1] Wilkinsburg
J. D. Anderson,[7] Williamsburg
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Jean M. Hayden,[1] Elizabeth
Robert B. Kelley,[3] Elizabeth
Bertha C. McEntee,[1] Pittsburgh
Valerie E. Jelinck,[1] Pittsburgh
Jennie A. Musgrove,[1] Pittsburgh
R. T. Booda,[3] McKeesport
E. E. Houck, Pittsburgh
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Will Earhart,[1] McKeesport
Elizabeth Maladey,[1] McKeesport
Orma Whitlatch,[1] Verona
Walter G. Mears,[1] McKeesport
Helen Coe,[1] McKeesport
A. L. Fillmore,[1] McKeesport
Geo. L. Smink,[1] McKeesport
Florence Berkey,[1] McKeesport
Miss Burgoyne,[1] McKeesport
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Marion C. Cross,[1] Wilkinsburg
Jean Crosbie,[1] Wilkinsburg
Florence B. Porter,[1] Wilkinsburg
Elizabeth J. Sloan,[1] Wilkinsburg
Lottie M. Harrison,[1] Wilkinsburg
Matilda C. Dickey,[1] Wilkinsburg
J. R. Huston,[1] Wilkinsburg
Helen Faris,[1] Wilkinsburg
Ruth Fuller,[1] Wilkinsburg
Louise E. Anthony,[1] Wilkinsburg
Mae Truby,[1] Wilkinsburg
Millie S. Duff,[1] Wilkinsburg
Clara Campbell,[1] Wilkinsburg
Jessie Cox,[1] Wilkinsburg
Clara Rearick,[1] Wilkinsburg
Margaret J. Miller,[1] Wilkinsburg
Nelle P. Maxwell,[1] Wilkinsburg
Willa P. Schweitering,[1] Wilkinsburg
E. E. Hicks,[1] Wilkinsburg
E. E. Spanabel,[1] Wilkinsburg
Charles W. Shaffer,[4] Wilmerding
Grace Kendall,[1] Wilmerding
Ida B. Gotschall,[1] Wilmerding
Ella O'Donnell,[1] Wilmerding
Maude Stephenson,[1] Wilmerding
May Getty,[1] Wilmerding
Grace Miller,[1] Wilson
Margaret Laughlin,[1] Wilson
Grace Wagner,[1] Wilson
Margaret Berger,[1] Wilson
Bella M. Stolze,[1] Venetia
Martha C. Johns,[3] Pittsburgh
Elizabeth Blackley,[3] Fair Haven
Irene B. King,[1] Oak Station
Sarah J. McNall,[1] Fair Haven
Margaret Paule,[1] Pittsburgh
Carolyn Schneider,[1] Pittsburgh
Martha S. Wolff,[1] Fair Haven
Mary McEwen,[1] Castle Shannon
Leona Pascoe,[1] Fayette City
Myrtle Hast,[1] Venetia
Dana A. Fry,[1] Ingram
Luella J. Murphy,[1] Kittanning
Edna G. Scott,[1] Natrona
Cora B. Craig,[1] Natrona
Margaret Mozena,[1] Natrona
Margaret Bert,[1] Hoboken
Elizabeth Bailee,[1] Freeport
Etta Singleton,[1] Hite
Agnes B. Stetson,[1] Tarentum
Wilhelmina Beck,[1] Tarentum
Madge Allison,[1] Tarentum
Bernice Reed,[1] Chester, W. Va.
Ellen Vassar,[1] Hite
Musette G. Lininger,[1] Hite
Sylvia D. Wayne,[1] Hite
Pearl J. Kipp,[1] Tarentum
Margaret Howe,[1] Tarentum
Ruth E. Rebok,[1] Pittsburgh
Margaret J. Borland,[1] Cheswick
Grace Gardner,[1] Grove City
Grace Meredith,[1] Hoboken
Edna Campbell,[1] Harmarville
M. C. Harner,[4] Natrona
J. H. Rhea,[3] Natrona
Emma R. Potts,[3] Natrona
Wm. M. Young,[4] Turtle Creek
Jennie Luther,[1] Pitcairn
Frances Brunner,[1] Turtle Creek
Esther E. Johns,[1] Murraysville
Florence H. Johns,[1] Murraysville
Margaret Crouse,[1] Wilkinsburg
Myrtle Luther,[1] Pitcairn
Beatrice Prosser,[1] Pittsburgh
Laura Armstrong,[1] Unity
D. A. W. Johnson,[4] Verona
Martha Manning,[3] N. S. Pittsburgh
H. C. Shellits,[3] Carnegie, R. 2
Cora E. McIntyre,[1] Mt. Lebanon
John K. Lowery,[1] Carnegie, R. 2
B. A. Pollock,[3] Carnegie
Elsie M. Wray,[1] Carnegie
Phoebe Latimer,[1] Carnegie
Florence Gregg,[1] Carnegie
Ada Woodhead,[1] Carnegie
Ruth Sleek,[1] Carnegie
Pearl Weston,[1] Carnegie
Etta Johnson,[1] Carnegie
Hazel A. Tait,[1] Woodville
Gertrude Laughlin,[1] Woodville
Alice I. Hitchcock,[1] Crafton
Pearl Powers,[1] Crafton
Adeline Welch,[1] Crafton
Elizabeth Magee,[1] Bridgeville
Grace Montgomery,[1] Bridgeville
Marie Milligan,[1] Mt. Lebanon
Emeline Siegle,[1] Homestead
Clarence Gealey,[1] Oakdale
John S. Hart,[4] Glassport
Carolyn T. Hunt,[3] Glassport
Martha Coughy,[1] Glassport
R. Miller Boggs,[3] Glassport
Nora Grove,[1] Glassport
Edna Cruthers,[1] Glassport
J. F. Bailey,[1] Pittsburgh
Mary D. Potter,[1] Pittsburgh
Henrietta C. Keelan,[1] Pittsburgh
Kate E. Blackburn,[1] Pittsburgh
Katherine F. Reed,[3] Pittsburgh
Anna Williamson,[1] Pittsburgh
Wilhelmina Dewalt,[1] Pittsburgh

ARMSTRONG—41.

C. M. Heilman,* Kittanning
F. M. Shubert,[1] Kittanning
Eleanore Northrope,[1] Kittanning
Marguerite Litzell,[1] Kittanning
Ella Vogt,[1] East Brady
Lillie Shultz,[1] East Brady
Effa Moore,[1] Cowansville
Mary Kennedy,[1] Freeport
Bessie Beale,[1] Freeport
Lillian Seybert,[1] East Brady
A. W. Rodgers,[4] Apollo
A. N. Dunsmore,[3] Ford City
Irving Garwood,[2] Kittanning
J. E. Kinnard,[1] Cochran Mills
E. F. Hutchinson,[1] Kittanning
Edna Kerr,[1] Kittanning
Charlotte Coleman,[1] Dayton
Estelle Butler,[1] McGram
Olive Butler,[1] McGram
R. Ed. Zahniser,[1] Kern City
Frances Peart,[1] Templeton
Bessie Powers,[1] Mosgrove
M. Klingensmith,[1] Leechburg
J. C. Stuchel,[1] Dayton
Martha Hawk,[1] Worthington
S. V. Sloan,[3] Parkers Landing, 2
Mary Santrock,[1] Cowansville
R. E. Fisher,[2] Kittanning
J. C. Fitterington,[1] Kittanning
J. Finley Wyant,[1] Kittanning
S. B. Klingensmith,[1] Kelly Station
V. I. Heckman,[1] Elderton
Ethel Mohney,[1] Kittanning
Sadie Crossett,[1] Kittanning
Ethyl Croyle,[1] Sagamore
T. C. Cheeseman,[3] Kittanning
F. W. Goodwin,[4] Kittanning
Bessie Hooks,[1] Rimer
Fannie Bixler,[1] Ford City
S. M. Neagley,[4] Leechburg
W. W. Irvin,[4] Ford City

BEAVER—128.

David C. Locke,* Monaca
W. Henry George,[3] Beaver Falls
C. C. Green,* Beaver Falls
R. May Remley,[3] Beaver Falls
Beatrice Hamilton,[1] Beaver Falls
Marguerite Caughey,[1] Beaver Falls
Nellie J. Girvin,[1] Beaver Falls
Mary McKnight,[1] Beaver Falls
Blanche Sturgeon,[1] Beaver Falls
Jennie M. Frazier,[1] Beaver Falls
Margaret A. Carey,[1] Monaca
Lillian Donaldson,[1] New Brighton
V. O. Caughey,[1] New Brighton
Anna C. Dunlap,[1] W. Bridgewater
E. R. Carson,[3] Beaver Falls
Adda Elliott,[1] Beaver Falls
Margaret Pearson,[1] Beaver Falls
Margaret Bell,[1] Beaver Falls
C. A. Lewis,[1] Beaver Falls
Martha Cook,[1] Beaver Falls
R. H. Edgar,[1] Beaver Falls
A. E. Gaut,[1] Beaver Falls
Etta Reed,[1] Beaver Falls
Elsie M. Baxter,[1] Beaver Falls
Linnie J. Long,[1] Beaver Falls
W. Ray Smith,[1] Beaver Falls
Elizabeth Barton,[1] Beaver Falls
Mollie Dickey,[1] Beaver Falls
Della Wilson,[1] Beaver Falls
Mary Piper,[1] Beaver Falls
D. H. Locke,[4] Woodlawn
Lotta Shrump,[1] Conway
H. L. Jordan,[1] Ambridge
Fred. Bright,[3] Ambridge
B. S. Bayle,* Ambridge
Claire K. Henry,[1] Ambridge
Louise Pulling,[1] Ambridge

Rhea Ward Monfort,[1] Ambridge
S. Claire Holcombe,[1] Ambridge
Bertha Rice,[1] Ambridge
Celia J. Blake,[1] Ambridge
Ada L. Moore,[1] Ambridge
Dora McCarkle,[1] Ambridge
F. C. McGill,[1] Ambridge
Clara E. Singer,[1] Ambridge
Eugenia Stenstrom,[1] Ambridge
Mary E. Beard,[1] Ambridge
Ethel E. Carey,[1] Ambridge
Florence Dunham,[1] Ambridge
Helen Meek,[1] Ambridge
Letitia Park,[1] Ambridge
Laura I. See,[1] Ambridge
Helen Lange,[1] Ambridge
Ella Browne,[1] Ambridge
Florence Wilkinson,[1] Ambridge
Anna V. Wagle,[1] Ambridge
Frances Breitenstein,[1] Ambridge
Ruth Mohney,[1] Ambridge
Mary J. Barnett,[1] Ambridge
Hazel S. Buton,[1] Ambridge
Bertha De Venny,[1] New Brighton
Mary Geer,[1] New Brighton
Leah Leonard,[1] New Brighton
Juliette Dunham,[1] New Brighton
Mellie Beightol,[1] New Brighton
Adelaide Latshaw,[1] New Brighton
Nannie Jordan,[1] New Brighton
Myrtle Blinn,[1] New Brighton
Mae Patton,[1] New Brighton
M. Hawthorne,[1] New Brighton
Anna Clark,[1] New Brighton
F. Maude Steele,[1] New Brighton
Nellie Kiester,[1] New Brighton
Nettie Thomas,[1] New Brighton
Alberta Sloan,[1] New Brighton
Mary Grimshaw,[1] New Brighton
Viola Scowden,[1] New Brighton
Ednah Robinson,[1] New Brighton
Edna Blinn,[1] New Brighton
Aurelia Harvey,[1] New Brighton
M. McComb,[4] New Brighton
Mary Ewing,[1] New Brighton
L. M. Green,[3] New Brighton
Maude McKee,[1] Beaver Falls
Ellamae Wilson,[1] New Brighton
Charlotte Clinton,[1] New Brighton
Harriet Mansfield,[1] New Brighton
Nora Walsh,[1] New Brighton
Alberta Fisher,[1] New Brighton
Mary Simpson,[1] New Brighton
Willa Donaldson,[1] New Brighton
Edith Mackall,[1] Monaca
Naomi Beightol,[1] New Brighton
Elsie Martsolf,[1] New Brighton
Floyd Atwell,* New Brighton
F. Wegener,[1] Beaver
A. D. Dungan,[3] Murdocksville
E. D. Davidson,[3] South Heights
William Lawson,[3] Beaver
Bertha Powell,[1] Conway
Mary Elder,[1] Darlington
Mary Blue,[1] Freedom
Ella Mackall,[1] Monaca
Essie Taylor,[1] Monaca
Clara Clark,[1] Conway
V. V. Johnston,[3] W. Bridgewater
Ralph S. Hood,[3] Beaver Falls
Frank C. Ketler,[4] Midland
Margaret McKeever,[1] Midland
Vera White,[1] Beaver Falls
W. E. Rosenberger,[4] Aliquippa
Florence Plummer,[1] Aliquippa
Ola Morrow,[1] Aliquippa
Kathryn Hallisey,[1] Aliquippa
Florence Wassmuth,[1] New Brighton
Gertrude Engle,[1] Beaver
Lulu Krepps,[1] Freedom
Elizabeth Brown,[1] Aliquippa
M. Lily Carey,[1] Monaca
W. T. McCullough,[4] Monaca
Grace Cornelius,[1] Monaca
Mrs. F. D. Brown,[1] Monaca
Mabel E. Ramsey,[1] Industry
Clara Birnesser,[1] Darlington
Ella Hays,[1] Monaca
Caroline A. Hall,[1] Beaver Falls
Elizabeth Davidson,[1] Beaver Falls
William S. Taft,* Rochester

BEDFORD—193

Lloyd H. Hinkle,* Bedford
Mary Bausch,[2] Bedford
Vashti E. Gibboney,[2] Everett
Homer C. Bowers,[2] Hopewell
H. D. Matzger,[2] Hyndman
H. M. Shaffer,[2] Hyndman
G. C. Kirk,[2] Saxton
Marguerite Stoler,[2] Saxton
P. E. Parmer,[2] Manns Choice
Clance Mitchell,[2] Defiance
Dorothy J. Miller,[2] Defiance
Herman S. Alshouse,[2] Saxton
M. Blanche Koontz,[1] Everett, 2
Edna Snyder,[1] Everett, 2
Walter Morris,[1] Everett, 2
May Barkley,[1] Everett, 2
Raymond Whetstone,[1] Everett, 2
Rose Filler,[1] Rainsburg
M. Ritchey,[1] Cumberland Valley
Pearl Mickey,[1] Cumberland Valley
Carl Oster,[1] Cumberland Valley
Clyde Rose,[1] Cumberland Valley
Guy Snowden,[1] Cumberland Valley
Sherman Nave,[1] Cumberland Valley
Ethel Rose,[1] Bedford, R. D.
Lenore Doyle,[1] Cumberland Valley
G. Kauffman,[1] Saint Clairsville
N. O. Hite,[1] Cumberland Valley
Mary Bair,[1] Everett
Pearl Hillegas,[1] Buffalo Mills
Ruth Long,[1] Buffalo Mills
Edna Beckley,[1] St. Clairsville
Ruie Hyde,[1] Buffalo Mills
Lila Whetstone,[1] Manns Choice
Ethel Oiler,[1] Manns Choice
Rudy C. Crissly,[1] Manns Choice
Bess Young,[1] Hopewell
Bessie Scott,[1] Hopewell
Estella Garber,[1] Hyndman
Fannie Crist,[1] Pavia
D. R. Hoenstine,[1] Imler
William Brumbaugh,[1] Imler
Lillian Stufft,[1] Imler
Carrie Gordon,[1] Pavia
Stella Ritchey,[1] Saxton
Catharine Dilling,[1] Saxton
Amy Mangle,[1] Saxton
Madge Reed,[1] Saxton
Esther Houck,[1] Saxton
Barbara Hoover,[1] Saxton
Harriet Miller,[1] Saxton
Rebecca Moore,[1] Saxton
Jessie Willison,[1] Saxton
David Berkheimer,[1] Weyant
Ira Robinson,[1] Purcell
Bertha Smith,[1] Pineycreek
Ethel Dibert,[1] Manns Choice
Mary Sams,[1] Manns Choice
Violet Richard,[1] Manns Choice
Norman W. Cooper,[1] Clearville
C W. Hokenberry,[1] Clearville
D. Chester Robinson,[1] Everett
Emma B. Morse,[1] Clearville
George E. Croyle,[1] Cessna
E. C. Nycum,[1] Everett
George L. Wolf,[1] Schellsburg
Adam Yarnell,[1] Alum Bank
Ralph Knisely,[1] Alum Bank
Dwight Saylor,[1] Cessna
Edith Ickes,[1] Alum Bank
Helen Hammer,[1] Alum Bank
Esther Smith,[1] Alum Bank
Ada McGregor,[1] Alum Bank
Lulu Smith,[1] Alum Bank
Julia Callihan,[1] Alum Bank
Clarence Weyant,[1] Cessna
Earl D. Beck,[1] Chaneysville
Jessa R. Means,[1] Chaneysville
Hazel Clark,[1] Osterburg
Harry Croyle,[1] Pavia
Bessie Crist,[1] Pavia
Alton Feather,[1] Pavia
Ralph Crist,[1] Pavia
Roy Sell,[1] Woodbury
Galen Sell,[1] Woodbury
Mabel Haffly,[1] Woodbury
Eva Replogle,[1] Woodbury
Mary E. Stayer,[1] Woodbury
Grace Stayer,[1] Woodbury
Jesse Stayer,[1] Woodbury
Margaret Hoover,[1] Woodbury
Hulda Stuckey,[1] New Enterprise
Sarah Replogle,[1] New Enterprise
Ada Guyer,[1] New Enterprise
Joseph Campbell,[1] New Enterprise
F. R. King,[1] Salemville
Jay Walter,[1] Loysburg
Harper B. Triplett,[1] Bedford
E. A. Hershberger,[1] Wolfsburg
Pearl Shoemaker,[1] Manns Choice
Bruce Motto,[1] Bedford
Walter Price,[1] Bedford
Myrtle Dibert,[1] Bedford
C. A. Fluke,[1] Bedford
Elsie Johnson,[1] Woodbury
O. G. Snyder,[1] New Enterprise
J. G. Kreichbaum,[1] Woodbury
L. A. Croft,[1] Maria
William A. Miller,[1] Riddlesburg
Mollie Collins,[1] Defiance
Chrissie B. Smith,[1] Riddlesburg
Marion C. Edwards,[1] Six Mile Run
Sydna Thomas,[1] Defiance
May Hamer,[1] Defiance
Bird Rorabough,[1] Defiance
Roxena V. Kline,[1] Six Mile Run
Edna M. Diehl,[1] Six Mile Run
Nell M. Bremran,[1] Defiance
N. E. M. Hoover,[1] Six Mile Run
Ola S. Young,[1] Six Mile Run
Blanche Smith,[1] Riddlesburg
J. Calvin Goshorn,[1] Langdondale
Mary Shoenfelt,[1] Manns Choice
D. H. Fisher,[1] Saxton
Mary Donaldson,[1] Six Mile Run
Martha Clapper,[1] Yellow Creek
W. F. Benner,[1] Yellow Creek
Robert Smith,[1] Hopewell
Charles W. Egolf,[1] Schellsburg
F. L. Bittner,[1] New Buena Vista
F. Hillegass,[1] New Buena Vista
Mabel Lehman,[1] Manns Choice
Ada Deaner,[1] Manns Choice
Rose Rudy,[1] Buffalo Mills
Park Roudabush,[1] Imler
Lillian Imler,[1] Imler
Lena Acker,[1] Imler
Park Berkheimer,[1] Osterburg
Alma Mason,[1] Osterburg
Mae G. Lybarger,[1] Buffalo Mills
H. C. Mauk,[1] Hyndman
Ostella Miller,[1] Buffalo Mills
David Rupley,[1] Loysburg
Clara Little,[1] Loysburg
Ilgra Hillegass,[1] Point
Margaret Rock,[1] Schellsburg
Naunie Poorman,[1] Schellsburg
Ruth Snively,[1] Schellsburg
Alice Egolf,[1] Schellsburg
Buela Blackburn,[1] Point
Alva Shoenfelt,[1] Manns Choice
Sara Blackburn,[1] Springhope
Luna Sleek,[1] Wolfsburg
Bennie Koontz,[1] Manns Choice
M. Olive Dibert,[1] Bedford
Pearl Kramer,[1] Hyndman
Florence Bortz,[1] Schellsburg
Nell Cuppett,[1] New Paris
John K. W. Kramer,[1] New Paris
Nell Blackburn,[1] New Paris
Ruth Hammer,[1] New Paris
Oscar H. Davis,[1] Alum Bank
Erma Saylor,[1] Alum Bank
John H. Mellott,[1] Everett
M. N. Staily,[1] Breezewood
Grace E. Pee,[1] Everett
Nita Haun,[1] Everett
Anna Sprow,[1] Saxton
Mamie Bradley,[1] Saxton
Mary Christopher,[1] Saxton
Carrie E. Claycomb,[1] Bedford
Ruth Smith,[1] Fishertown
Lawrence Helsel,[1] Wolfsburg
Dora B. Oster,[1] Osterburg
Leslie Berkheimer,[1] Fishertown
Jessie V. Wright,[1] Springhope
Reba Taylor,[1] Fishertown
Cora Gephart,[1] Bedford
Claude Snyder,[1] Woodbury
Minnie Keagy,[1] Woodbury
Bertha Thoreson,[1] Riddlesburg
Florence Rankin,[1] Six Mile Run
Eleanor Mellott,[1] Defiance
Leslie Hite,[1] Cumberland Valley
H. A. Brumbaugh,[1] Defiance
Mary Snively,[1] Schellsburg
Anna Gates,[1] Hopewell, R. D.
E. C. Pote,[1] Bakers Summit
Sara Tenley,[1] Defiance
Odessa Boller,[1] Saxton
Catharine Boller,[1] Saxton
D. F. Weaver,[1] Saxton
Regna Fulton,[1] Saxton

BERKS—181.

Eli M. Rapp,*‡ Reading
Charles S. Foos,*‡ Reading
A. C. Rothermel,[6] Kutztown
Charles C. Boyer,[6] Kutztown
H. W. Sharadin,[6] Kutztown
May E. Hagenbach,[6] Kutztown

Helen Arnold Beam,[6] Kutztown
J. S. Grim,[6] Kutztown
W. S. Haldeman,[6] Kutztown
Clara A. Myers,[6] Kutztown
W. W. Deatrick,[6] Kutztown
David S. Keck,[6]‡ Kutztown
Katie A. Seigfried,[1] Kutztown
Laura I. Keck,[1] Kutztown
Clayton Levan,[1] Kutztown
G. I. B. Kaufman,[1] Hamburg, R. 1
Mayme Z. Wolf,[1] Geigers Mills
Elmer R. Loose,[3] Leesport
Charlotte Haage,[1] Reading
Martha A. Seiders,[1] Reading
B. H. Weidman,[3] Sinking Springs
Dora DeLong,[1] Geigers Mills
E. A. Ermentrout,[1] Sinking Springs
Mary M. Pfeiffer,[1] Boyertown
S. G. Moyer,[1] Robesonia, Box 41
Nora E. Swoyer,[1] Sinking Springs
C. H. Miller,[1] Sinking Springs
Mary A. Mattis,[1] Womelsdorf
Richard M. Moll,[3] Robesonia
Paul S. Stoudt,[3] Robesonia
S. Elnora Ruth,[1] Robesonia
Minnie Y. Yoder,[1] Robesonia
B. L. Kintzer,[1] Robesonia
J. Paul Burkhart,[3] Bernville
Mrs. Anna R. Seiders,[1]‡ Reading
Jeremiah M. Hoffman,‡ Reading
M. W. Plank,[1] Birdsboro
B. F. Leinbach,[1] West Leesport
Loretta Reilly,[1] Reading
Ralph Schoener,[3] Stouchsburg
H. A. Hompe, Reading
George Ever,[1] Reading
George Beggs,[1] Reading
I. H. Stahr,[1] Reading
George F. Breewan,[1] Reading
S. P. Dietrich,[1] Reading
A. L. Lightner,[1] Reading
A. M. Hughes,[1] Reading
Elain J. Snyder,[1] Reading
J. E. Sandt,[1] Reading
H. C. Henry,[1] Reading
S. Homer Smith,[1] Reading
Robert S. Birch,[1] Reading
Harry J. Kaufman,[1] Reading
Mame J. Hemmick,[1] Reading
Martha Goodenough,[1] Reading
Helen Custer,[1] Reading
Winifred Berger,[1] Reading
Blanche Lewis,[1] Reading
Jennie P. Morris,[1] Reading
Clara M. Wonnberger,[1] Reading
Annetta Krug,[1] Reading
Lucie Ann Moyer,[1] Reading
K. Laura Mengel,[1] Reading
Henry S. Fichthone,[1] Reading
Florence A. Hoskin,[1] Reading
Walter S. Foley,[1] Reading
David R. Wise,[1] Reading
Alexander A. Harwick,[1] Reading
Flora A. Paull,[1] Reading
Elizabeth Bingaman,[1] Reading
Mary M. Babb,[1] Reading
Elizabeth I. McGowan,[1] Reading
Irene Miller,[1] Reading
Maggie L. Howell,[1] Reading
Annie M. McMichael,[1] Reading
Marie E. Geagg,[1] Reading
Mabel A. Auman,[1] Reading
Sallie C. Morris,[1] Reading
Lillie F. Bech,[1] Reading
Lottie P. Gehrke,[1] Reading
Rosa A. Knabb,[1] Reading
Mary M. Rice,[1] Reading
Anna M. Kenderdine,[1] Reading
Irma M. Wells,[1] Reading
Margaret M. Wagner,[1] Reading
Jennie B. George,[1] Reading
C. Amelia Hobson,[1] Reading
Meta K. Orff,[1] Reading
Hulda Boyer,[1] Reading
S. Emma Moyer,[1] Reading
Susan Miller,[1] Reading
M. M. Hergesheimer,[1] Reading
Ada L. Hobson,[1] Reading
Emma T. Heilig,[1] Reading
Valeria Rice,[1] Reading
Esther M. Evans,[1] Reading
Annie S. York,[1] Reading
Mary E. Jones,[1] Reading
E. M. Ermentrout,[1] Reading
Edith G. Wanner,[1] Reading
Marie C. Wanner,[1] Reading
Anna A. Rapp,[1] Reading
Maggie C. Murray,[1] Reading
Anna N. Levan,[1] Reading
Rhea E. Ege,[1] Reading
Emma C. Dowling,[1] Reading
Ida R. Kirn,[1] Reading
Nora Snyder,[1] Reading
Constance Paine,[1] Reading
Emily M. Goas,[1] Reading
Margaret S. Snyder,[1] Reading
Mary S. Gartmann,[1] Reading
Carrie M. Troxell,[1] Reading
Alma B. McMichael,[1] Reading
Carrie L. Wolfkill,[1] Reading
Martha S. Bower,[1] Reading
Annie E. Beyler,[1] Reading
Minnie Wagner,[1] Reading
Sara E. Bernhart,[1] Reading
Kate M. Detweiler,[1] Reading
Lillian M. Hartman,[1] Reading
Mabel R. Burkhart,[1] Reading
Carrie S. Wesley,[1] Reading
Ruth S. Morgan,[1] Reading
Ida K. Hoffmaster,[1] Reading
Ida C. Koch,[1] Reading
Sallie A. Green,[1] Reading
Florence B. Beiteman,[1] Reading
Charlotte Heckman,[1] Reading
Minta Fulton,[1] Reading
Elizabeth Holl,[1] Reading
Eleanor H. J. Sander,[1] Reading
Mary H. Moyer,[1] Reading
Clara M. Deck,[1] Reading
Elsie H. Ernst,[1] Reading
Evelyn M. Ancona,[1] Reading
Hannah S. Mohr,[1] Reading
Emma A. Howell,[1] Reading
Nora C. Moyer,[1] Reading
Amelia S. Miller,[1] Reading
Margaret B. Cotterell,[1] Reading
Lillie V. Schoener,[1] Reading
Mary S. Addams,[1] Reading
Araminta B. Richards,[1] Reading
Amanda E. Stout,[4] Reading
H. Katherine Eiche,[1] Reading
Margaret M. Herner,[1] Reading
Margaret I. Kautner,[1] Reading
Margaret M. Gossler,[1] Reading
Elsie C. Machamer,[1] Reading
Agnes S. DeHart,[1] Reading
Bessie M. Mason,[1] Reading
Samuel J. Waid,[1] Reading
Wallace E. Hackett,[1] Reading
Annie E. Shaaber,[1] Reading
Beatrice Hess,[1] Reading
Annie Snyder,[1] Reading
E. Alice Homan,[1] Reading
Sue Matz,[1] Reading
Franklin G. Dietrich,[1] Reading
Mary J. Murray,[1] Reading
Edna R. Luerssen,[1] Reading
Annie E. Acker,[1] Reading
Charles E. Obold,[1] Reading
A. J. Wohensmith,[1] Reading
Jennie T. Weiss,[1] Robesonia, R. 2
Mary E. Moore,[3] Womelsdorf
W. M. Mattes,[3] Womelsdorf
G. E. Delph,[3] Mohnton
Wm. S. Hafer,[3] Fleetwood
J. M. Balthaser,[1] Sinking Springs, 3
Kate S. De Turk,[1] Esterly
Ellen Yerger,[1] Oley
Mrs. Nora Mabry,[1] Reading
Mary Heins,[1] Bechtelsville
Warren M. Beidler,[3] Bethel
Mary Stahr,[3] Oley
Allen F. Bubeck,[1] Hamburg
Clara L. Edwards,[1] Morgantown
Esther B. De Long,[1] Geigers Mills

BLAIR—307.

T. S. Davis,*‡ Altoona
H. H. Baish,* Altoona
Mary A. Close,[1] Altoona
Ruth Heinsling,[1] Altoona
Ethel Sawtelle,[1] Altoona
Nan Miller,[1] Altoona
Agnes Herbert,[1] Altoona
A. K. Smith,[3] Altoona
Rita McDonnell,[1] Altoona
Vera Lantz,[1] Altoona
Meriam Perry,[1] Altoona
Lela Carmany,[1] Altoona
Anna Snyder,[1] Altoona
Louise Linton,[1] Altoona
Carmen Roth,[1] Altoona
H. H. Beacham,[3] Altoona
May Tinker,[1] Altoona
M. Claire Snyder,[1] Altoona
Margaret K. Gambler,[1] Altoona
Zoe McGough,[1] Altoona
Margaret Davis,[1] Altoona
Elizabeth Patterson,[1] Altoona
Marie Masterson,[1] Altoona
Elizabeth N. Ashburn,[1] Altoona
Luella B. Wagner,[1] Altoona
Helen Sue Grove,[1] Altoona
Georgie Pensyl,[1] Altoona
Mary H. Baxter,[1] Altoona
Daisy I. Gruver,[1] Altoona
Bertha Obermeyer,[1] Altoona
J. J. Hamilton,[3] Altoona
E. Ruth Hamilton,[1] Altoona
Emma Geig,[1] Altoona
S. Anna Cobler,[1] Altoona
Helen Griffin,[1] Altoona
Bessie Gephart,[1] Altoona
Sadie Cohn,[1] Altoona
Mayme Arthers,[1] Altoona
Alma Eberle,[1] Altoona
Esther Wilson,[1] Altoona
H. Sophia Burket,[1] Altoona
Leonah Harvey,[1] Altoona
Cornelia Hunt,[1] Altoona
H. W. Burd,[3] Altoona
Frances L. Beatty,[1] Altoona
Minnie E. Carver,[1] Altoona
Annie D. Crumbaker,[1] Altoona
Emma Davis,[1] Altoona
Mary A. Gerst,[1] Altoona
Bertha Grazier,[1] Altoona
Clara M. Hazard,[1] Altoona
Bertha Hull,[1] Altoona
Mary Segmiller,[1] Altoona
Martha Gautt,[1] Altoona
Ruth Hetterly,[1] Altoona
Alice Irvin,[1] Altoona
Belle Landis,[1] Altoona
Margaret Seitz,[1] Altoona
Laura Kratzer,[1] Altoona
Mabel J. Mallory,[1] Altoona
Anna Hauser,[1] Altoona
Loraine Carney,[1] Altoona
Alice Parker Taylor,[1] Altoona
Gertrude Hess,[1] Altoona
Nellie Grimminger,[1] Altoona
W. N. Decker,[3] Altoona
Dorothy M. Moore,[1] Altoona
Linda D. Canan,[1] Altoona
D. L. Hoffman,[3] Altoona
Bertha Swartz,[3] Altoona
Charlotte Markley,[1] Altoona
L. Winifred Hileman,[1] Altoona
Mrs. Blanch Clark,[1] Altoona
Mabel Martin,[1] Altoona
Nell B. Schneittel,[1] Altoona
Anna M. Hauth,[1] Altoona
Julia Vallade,[1] Altoona
Mae Harter,[1] Altoona
G. D. Robb,[3] Altoona
H. R. Reidenbach,[3] Altoona
George B. Williams,[3] Altoona
Elizabeth Magee,[3] Altoona
Nell Jane Thomas,[3] Altoona
Zella K. Mortimer,[3] Altoona
Elizabeth Martin,[3] Altoona
Margaret J. MacCaulay,[3] Altoona
Annie C. Campbell,[3] Altoona
Mabel E. Mulock,[3] Altoona
Mary V. Turner,[3] Altoona
J. H. Irvine,[3] Altoona
Minnie F. Stockton,[3] Altoona
Irma B. Lewis,[3] Altoona
E. Marie Lentz,[3] Altoona
Clara M. Stayer,[3] Altoona
Linda E. Hooper,[3] Altoona
Jane R. Brennecke,[3] Altoona
Elizabeth E. Taylor,[3] Altoona
Jessie D. McFarland,[3] Altoona
A. M. Longenecker,[3] Altoona
H. C. Smith,[3] Altoona
Petronilla Reynolds,[1] Altoona
A. Brown Miller,[1] Altoona
Lester C. Smith,[4] Altoona
Flora Learn,[3] Altoona
Edith I. Brandt,[1] Altoona
Gertrude Vogt,[1] Altoona
Ira S. Wolcott,[3] Altoona
Laura Russell,[1] Altoona
Katharine Lynch,[1] Altoona
May Marsh,[1] Altoona
Winifred Ale,[1] Altoona
Margaret Ross,[1] Altoona
Eleanor Kane,[1] Altoona
Mary L. O'Donnell,[1] Altoona
Margaret Moore,[1] Altoona
Leta Kephart,[1] Altoona
M. A. Dively,[3] Altoona

Lillian M. Tussey,[1] Altoona
Gertrude B. Lewis,[1] Altoona
Menna McMullen,[1] Altoona
Elizabeth A. Cole,[1] Altoona
Blanche Imler,[1] Altoona
Irene A. Bowers,[1] Altoona
Emma Kantner,[1] Altoona
Emma Hauth,[1] Altoona
Jessie H. McBurney,[1] Altoona
Helen M. Gerst,[1] Altoona
Elizabeth M. Utley,[1] Altoona
Cora B. Elder,[1] Altoona
Mabel C. Young,[1] Altoona
Margarita Elder,[1] Altoona
Margaret O'Friel,[1] Altoona
Adeline Westley,[1] Altoona
Margaret Weidley,[1] Altoona
Harold Baird,[1] Altoona
Marie Stewart,[1] Altoona
M. W. Black,[3] Altoona
W. M. Roberts,[2] Altoona
Ella Burley,[2] Altoona
L. L. Hammond,[2] Altoona
Laura McGann,[1] Altoona
Chas. C. Sadler,[2] Altoona
E. Emma Earlenbaugh,[2] Altoona
Mary G. Ross,[2] Altoona
Zitella Wertz,[1] Altoona
H. F. Selwitz,[2] Altoona
G. E. Hargreaves,[2] Altoona
Joe Miller,[2] Altoona
Helen Rickenbaugh,[1] Altoona
Kathryn McCabe,[1] Altoona
Ella B. Edgar,[1] Altoona
Ruth Kantner,[1] Altoona
Kathryn Garrecht,[1] Altoona
Eleanor O'Donnell,[1] Altoona
Elizabeth Fox,[1] Altoona
Elizabeth O'Friel,[1] Altoona
Katharine Shoup,[1] Altoona
Florence Crawford,[1] Altoona
Marguerite Stroup,[1] Altoona
Anna King,[1] Altoona
Alberta Johns,[1] Altoona
Veryl Condon,[1] Altoona
Helen Weiss,[1] Altoona
Bertha Brumbaugh,[1] Altoona
Mrs. Anna Cessna,[1] Altoona
Alda Grove,[1] Altoona
Margaret Nagle,[1] Altoona
C. W. Corbin,[3] Altoona
Faith McKerihan,[1] Altoona
Louise S. Schomberg,[1] Altoona
Nettie B. Wagner,[1] Altoona
Carrie F. Waite,[1] Altoona
Mary E. I. Walters,[1] Altoona
W. C. Reem,[3] Altoona
Mary E. Fleming,[1] Altoona
E. Pearl Hess,[1] Altoona
Kathryn W. Hartzell,[1] Altoona
Iola J. McKean,[1] Altoona
Rose T. Howland,[1] East Altoona
Olive Seedenberg,[1] Altoona
Alma Detwiler,[1] Altoona
John H. Hermon,* Altoona
Rosie Bloom,[1] Altoona
Grace Davis,[1] Altoona, R. 1
Florence Manley,[1] Bellwood
Mary Fries,[1] Claysburg
Margaret Crissman,[1] Elberta
Eva Williamson,[1] Bellwood
Ella Snoberger,[2] Curryville
Clara E. Linsey,[1] Duncansville
C. R. Campbell,[1] Juniata
Daisy Barmond,[1] El Dorado
Lulu Brumbaugh,[1] Martinsburg
E. Lucretia Thompson,[1] Juniata
Paul Krenpointner,[1] Altoona
J. L. Noll,[4] Altoona
Thomas Dillman,[3] Bellwood
H. S. Fleck,[1] Tyrone
Barbara Martin,[1] Tyrone
Sara Brumbaugh,[1] Roaring Spring
Dora Black,[1] El Dorado
Mary Schirm,[1] Tyrone
June Morentz,[1] Williamsburg
Belle Miller,[1] Bald Eagle
Levi H. Walter,[1] Williamsburg
Anna Hoover,[1] Williamsburg
Fannie Roller,[1] Williamsburg
W. H. Woomer,[1] Tyrone
John McDermitt,[2] Mines
Mary J. Grafins,[1] Martinsburg
Emma Benson,[1] Martinsburg
I. H. Benner,[1] Martinsburg, R. D.
M. F. Weinland,[1] Martinsburg
F. A. Hamilton,[3] Bellwood
Julia Duganne,[1] Hollidaysburg
O. T. Stiffler,[1] Hollidaysburg, 2
F. W. Brumbaugh,[1] Martinsburg, 1
H. A. Brumbaugh,[1] Roaring Spring
H. J. Barrett,* Hollidaysburg
Janit Myers,[1] Hollidaysburg
Martha Henry,[1] Hollidaysburg
Nellie Berg,[1] Hollidaysburg
Henry K. Eby,[3] Hollidaysburg
M. B. Wineland,* Juniata
Alice Buller,[1] Juniata
Grace Peoples,[1] Juniata
Eleanor Irvine,[1] Juniata
Elma Brumbaugh,[1] Juniata
Mamie McCartney,[1] Juniata
Miss Annis Lees,[1] Juniata
Miss Arintha Kinch,[1] Juniata
Barbara Wertz,[1] Juniata
Emilye Lawver,[1] Juniata
F. G. Rosberry,[1] Juniata
M. W. Logue,[3] Juniata
Ethel Sollenberger,[1] Juniata
Miss Vara Wertz,[1] Juniata
Margaret Brown,[1] Altoona
Jennie Brumbaugh,[1] Juniata
Margaret Howland,[1] Juniata
Effie Bookwalter,[1] Juniata
Mary Gregory,[1] Juniata
S. B. Smith,[3] Juniata
Anna Fasic,[1] Juniata
Anna Brackbill,[1] Juniata
J. Emory Walter,[3] Juniata
Belle Womer,[1] Juniata
Mabelle A. Norris,[1] Juniata
Frances Barnhart,[1] Juniata
Louise Watson Jones,[1] Juniata
Grace Zeigler,[1] Juniata
Cora Brunner,[1] Juniata
Leona Rogers,[1] Juniata
Rosa Thompson,[1] Juniata
Emily Sayers,[1] Juniata
H. A. Wertz,[3] Juniata
Edna M. Rhoan,[1] Juniata
Lorma L. Kerr,[1] Juniata
Elizabeth Millard,[1] Juniata
Anna E. White,[1] Juniata
Violet G. Williams,[1] Juniata
Cora Coleman,[1] Juniata
B. R. West,[1] Tipton
Josephine Seeds,[1] Birmingham
J. L. Gaunt,* Tyrone
Sue Love,[1] Tyrone
Elizabeth Reiley,[1] Tyrone
Emma Atlie,[1] Tyrone
Eleanor Marrow,[1] Tyrone
Lina Reese,[1] Tyrone
Alif Stephens,[1] Tyrone
Anna M. Hake,[1] Tyrone
Isabel Graham,[1] Tyrone
Lucill Evans,[1] Tyrone
Anna M. Cryder,[1] Tyrone
Jennie Neff,[3] Tyrone
Anna Simons,[1] Tyrone
Mary Reamy,[1] Tyrone
Mary Burley,[1] Tyrone
Flo Fetterhoff,[1] Trone
Lorena Cox,[1] Tyrone
Flo Bressler,[1] Tyrone
Hazel Calderwood,[1] Tyrone
Grace Jones,[1] Tyrone
Margaret Omhof,[1] Tyrone
Elizabeth Crouch,[1] Tyrone
Emma Reese,[1] Tyrone
Janetta Wertz,[1] Tyrone
C. E. Berry,[1] Tyrone
George D. Porter,[1] Tyrone
W. W. Raker,[3] Tyrone
Ethel Myers,[1] Tyrone
Ida P. Smith, Tyrone
Isabel Mattern,[1] Tyrone
Erma Reed,[1] Tyrone
Nannie E. M. Houser,[1] Tyrone
Linda Van Scoyoc,[1] Tyrone
Belle Snyder,[1] Tyrone
H. H. Eichholtz,[3] Tyrone
Florence Van Scoyoc,[1] Tyrone
Marguerite Cherry,[1] Tyrone
Margaret Nearhoof,[1] Tyrone
Robert R. Spears,[1] Tyrone
Ethel M. Mingle,[1] Tyrone
Estella Knissly,[1] Claysburg
Mrs. J. C. Millersen,[2] Altoona
E. S. Kagarise,[3] Martinsburg

BRADFORD—27.

H. S. Putnam,* Towanda
L. E. Delaney,* Sayre
William F. Yoder,[1] Athens
Clair A. Curtess,[1] Athens
E. Belle Raymond,[1] Athens
Grace V. Royer,[1] Athens
Iris Ikeler,[1] Athens
R. B. Maclay,[1] Athens
Elizabeth Farmer,[1] Athens
Pearl Bagley,[1] Athens
Ella Dibble,[1] Athens
Elizabeth Burns,[1] Athens
Mary Mahaney,[1] Athens
Agnes Rogers,[1] Athens
Hazel Campbell,[1] Athens
Rita Park,[1] Athens
Martha Stulen,[1] Athens
Clara Bull,[1] Athens
Kalista Hill,[1] Athens
Frances Myer,[1] Athens
May Dettra,[1] Athens
Anna Moore,[1] Athens
Anna Keefe,[1] Athens
Mary O'Brien,[1] Athens
Emma Borton,[1] Athens
Helen Riggs,[1] Athens
Ina Stevens,[1] Athens

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J. H. Hoffman,* Doylestown
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Ella Mathias,[1] Bristol
Rachel Bartime,[1] Bristol
Effie H. Watson,[1] Bristol
Anna L. Brady,[1] Bristol
Harry E. Brumbaugh,[1] Bristol
Minnie L. Rodrock,[1] Bristol
Emma Duckworth,[1] Bristol
Margaret V. Barrett,[1] Bristol
Clara M. Parks,[1] Bristol
Martha Knecht,[1] Perkasie
Ella M. Christine,[1] Perkasie
Ida M. Ott,[1] Perkasie
Ella S. Gulick,[1] Perkasie
Mary Wolfinger,[1] S. Perkasie
Anna Snyder,[1] S. Perkasie
Floyd H. Kilmer,[1] Quakertown
Helen Knight,[1] Carversville
Mrs. M. W. Edwards,[1] Feasterville
Helen Benner,[1] Pleasant Valley
Elizabeth Hann,[1] Gardenville
Ida K. Shull,[1] Tinicum
Ethel M. Yerkes,[1] Penns Park
Mary J. Rossiter,[1] Brownsburg
S. U. Smyser,[3] Morrisville
Goldie M. Flack,[1] Morrisville
Ella S. Bond,[1] Morrisville
Edith S. Hibbs,[1] Morrisville
Edith M. Lynch,[1] Morrisville
Esther J. Pancoast,[1] Morrisville
Gertrude T. Wright,[1] Morrisville
Katherine Kunsman,[1] Morrisville
Rena Watson,[1] Morrisville
L. Beatrice Wiley,[1] Morrisville
Helen Claybaugh,[1] Morrisville
May Hinkie,[1] Richlandtown
Mary P. Simpler,[1] Milford Square
R. Hunsberger,[1] Milford Square
Lillian R. Newhard,[1] Sellersville
Elsie V. Miller,[1] Sellersville
James Lawler,[1] Bristol
Alice S. Lukens,[1] S. Langhorne
Olive N. Erisman,[1] Dublin
P. Ray Hunsberger,[1] Perkasie, R. 4
Eva K. Fluck,[1] Telford, R. 3
Elizabeth Shanely,[1] Woodbourne
Edith M. Henry,[1] Quakertown
Florence C. Bernd,[1] Cressman
Helen J. Lownes,[1] Churchville
Sara E. Twining,[1] Richboro
W. Snyder,[1] Upper Black Eddy
C. Dalrymple,[1] Upper Black Eddy
F. D. Rodrock,[1] Plumsteadville
William E. Krah,[3] Fallsington
Grace E. Mechler,[1] Fallsington
Emma S. Glick,[1] Fallsington
Irene Kough,[1] Fallsington
Mary Johnson,[1] Lahaska
H. P. Detwiler,[1] Hagersville
Helen Walton,[1] Solebury
Roy M. Margargal,[1] Blooming Glen
A. B. Stover,[1] Blooming Glen
M. A. Moyer,[1] Blooming Glen
S. K. Moyer,[1] Blooming Glen
W. A. Gensler,[1] Blooming Glen
Grace H. Landis,[1] Leidytown
Gertrude Finney,[1] Newtown
M. L. Fellman,[1] Quakertown
E. L. Bahringer,[1] Quakertown
E. C. Keller,[1] Doylestown

Emily S. Radcliffe,[1] Doylestown
Myrtle B. Fretz,[1] Doylestown
Mabel A. Barnes,[1] Doylestown
Howard H. Fraser,[1] Doylestown
V. Hoppock,[1] Upper Black Eddy
C. E. Hindenach,[1] Durham
Warren Smith,[1] Langhorne
H. Louise Reynolds,[1] Langhorne
D. B. Gotshalk,[1] Fountainville
Lulu A. Philips,[1] Wrightstown
Walter M. Benner,[1] Telford
Samuel R. Moyer,[1] Telford
Helen F. Derr,[1] Feasterville
Blanche H. Williams,[1] Pineville
Helen D. Myers,[1] Doylestown, R. 1
Louise Richter,[1] Doylestown
Mabel Myers,[1] Doylestown
A. J. Gayman,[1] Doylestown
M. J. McElroy,[2] Doylestown
Esther Wismer,[1] Doylestown
C. A. Barclay,[1] Doylestown, R. D.
E. Myrtle Fretz,[1] Doylestown
Mary Heacock,[1] Doylestown, R. D.
E. M. Gerhart,[1] Doylestown, R. D.
Blanche Gulick,[1] Doylestown
May Buckman,[1] Doylestown
Lily A. Weirbach,[3] Doylestown
Reba F. Barnes,[1] Doylestown
Florinda Kratz,[1] Doylestown
Jessie V. Krusen,[1] Doylestown
Ada Wismer,[1] Doylestown, R. D.
Edith R. Watson,[1] Doylestown
Margaret L. Haas,[1] Doylestown
P. M. La Montague,[1] Doylestown
Kathryn M. Bernd,[1] Doylestown
S. B. Swartzlander,[1] Doylestown
Mabel E. Sholler,[1] Doylestown
Carmon Ross,[3] Doylestown
Helen M. Ott,[1] Doylestown
Nellie M. Gilbert,[1] Doylestown
Florence C. Miller,[1] Doylestown
Ella C. Darlington,[1] Doylestown
Mary S. Holland,[1] Doylestown
M. Jane Detweiler,[1] Doylestown
Ellen R. Holland,[1] Doylestown
Helen B. Henk,[1] Doylestown
Elizabeth Weaver,[1] Doylestown
Lillie M. Martin,[1] Doylestown
Florence M. Condor,[1] Doylestown
Mary S. Gotshalk,[1] Doylestown
Ola C. Walt,[1] Doylestown
Harriet H. Lear,[1] Doylestown
Zabiah Coates,[1] Doylestown
Sadie M. Ruth,[1] Doylestown
E. M. Detweiler,[2] Blooming Glen
Alta Gross,[1] Blooming Glen
Martha G. Bishop,[1] Blooming Glen
Bessie Moyer,[1] Blooming Glen
Florence Moyer,[1] Blooming Glen
Hattie G. Steeley,[1] Bedminster
Nero S. Fretz,[1] Bedminster
Roland Beuner,[1] Bedminster
Lloyd F. Loux,[1] Bedminster
J. K. Marshall,[1] Eddington
Edith M. Martin,[1] Eddington
Mary Kelly,[1] Eddington
L. E. Vandergrift,[1] Eddington
Jessie A. Johnson,[1] Eddington
Mary J. Berckley,[1] Eddington
Florence H. Kilmer,[1] Quakertown
L. B. Shelly,[1] Quakertown
A. G. Cressman,[1] Quakertown
Mary E. Walp,[1] Quakertown
M. L. Hixson,[1] Quakertown
Elmira Ochs,[1] Quakertown
S. Naomi Clark,[1] Quakertown
Laura Weinberger,[1] Quakertown
Emma J. Price,[1] Quakertown
Cora M. Horne,[1] Quakertown
Warren M. Horne,[1] Quakertown
Mabel E. Roth,[1] Quakertown
Florence Bean,[1] Quakertown
Mabel Wilcox,[1] Quakertown
H. K. Landis,[1] Quakertown
Meda Ahlum,[1] Quakertown
C. A. Trumbauer,[1] Quakertown
Sevilla H. Fluck,[1] Quakertown
Rebecca B. Heller,[1] Quakertown
Bertha Moyer,[1] Bedminster
Virgie Nicholas,[1] Bedminster
George H. Light,[1] Sellersville
L. F. Waidelich,[1] Sellersville
Sophie M. Detteen,[1] Sellersville
Emilie M. Aurand,[1] Sellersville
M. H. Nauman,[1] Sellersville
Carrie W. Daub,[1] Sellersville
Sallie M. Baum,[1] Sellersville
M. M. Williams,[1] Sellersville
Elsie Miller,[1] Sellersville, R. 2
Bertha S. Moyer,[1] Sellersville
R. M. Freed,[3] Sellersville
Ella McGarvey,[1] Sellersville
Ada Hoffman,[1] Perkasie
Sadie Musselman,[1] Perkasie
Mary E. Heckler,[1] Perkasie
L. H. Wagenhorst,[1] Perkasie
H. S. Rausch,[1] Perkasie
Lillian Kramer,[1] Perkasie
Anna M. Angeny,[1] Perkasie
Esther Gulick,[1] Perkasie
Allan Hendrick,[1] Perkasie
M. Frankenfield,[1] Perkasie
K. Frankenfield,[1] Perkasie
E. M. Sames,[1] Quakertown, R. 5
Gordon Luckenbill,[1] Quakertown
Emelyn E. Jones,[1] Quakertown
Rev. S. O. Schell,[1] Quakertown
Eugene Godshall,[1] Quakertown
Charles C. Berger,[1] Quakertown
G. R. Hillegas,[1] Quakertown
Florence Kinsey,[1] Quakertown
Emma C. Weil,[1] Quakertown
Emma McIlwain,[1] Newtown
Mary W. Snell,[1] Newtown
Edna B. Watson,[1] Newtown
Edna Chamberlin,[1] Newtown
Marion Smith,[1] Newtown
Elsie Lear,[1] Newtown
Edith P. Rich,[1] Newton
Edna B. Cornell,[1] Newtown
Florence M. Reeder,[1] Newtown
A. C. Scarborough,[1] Newtown
A. L. Eby,[1] Newtown
Elizabeth S. Weeks,[1] Yardley
Anna P. Baker,[1] Yardley
Edna H. Lear,[1] Yardley
Helen McCarthy,[1] Yardley
Kathryn McCarthy,[1] Yardley
Bessie H. Carr,[1] New Hope
Mary A. Bradley,[1] New Hope
Helen F. Bradley,[1] New Hope
Ethel H. Bray,[1] New Hope
Margaret C. Schaffer,[1] New Hope
Anna H. Whitely,[1] New Hope
Mary Simons,[1] New Hope
Anna McDonnell,[1] New Hope
Anna McDonnell,[1] New Hope
Anna Keenan,[1] New Hope
Anna Kally,[1] New Hope
C. W. Keamer,[3] New Hope
William K. Miller,[1] Silverdale
Irma B. Kratz,[1] Silverdale
H. Clinton Reiff,[1] Silverdale
Ada Cooper,[1] Andalusia
Anna C. Hoffmeier,[1] Andalusia
Adaline Rexroth,[1] Richboro
Mrs. H. C. Nickel,[1] Hagersville
S. C. F. Rodgers,[1] Telford, R. D.
Blanche M. Vansant,[1] Somerton
Wm. F. Hellings,[2] Southampton
E. S. Clayton,[1] Southampton
Lottie Mease,[1] Springtown
S. M. Nicholas,[1] Pleasant Valley
Jay B. Peters,[1] Langhorne
Evangeline Myers,[1] Langhorne
Mary T. Knight,[1] Langhorne
Ira L. Kenny,[3] Langhorne
T. Satterthwaite,[1] Langhorne
Rebecca Duffield,[1] Langhorne
Grace Hoffman,[1] Langhorne
S. C. Van Artsdalen,[1] Langhorn
Elizabeth Eddowes,[1] Ivyland
Hilda Yerkes,[1] Ivyland
Mary K. Walker,[1] Ivyland
Isabella S. Diehl,[1] Ivyland
Sara A. Diehl,[1] Ivyland
Kathryn S. Mohr,[1] Newportville
Catherine A. Birkey,[1] Newportville
Cordelia Strouse,[1] Richlandtown
Anna P. Cozens,[1] Neshaminy
Viola Vanzandt,[1] Bristol
Nellie Skelton,[1] Lumberville
H. E. Kinkbride,[1] Morrisville
Ella Parry,[1] North Wales, R. D.
Irene D. Allen,[1] Prospectville
J. Mountenay,[1] Plumsteadville
Florence Slack,[1] Richboro
Mary H. Ware,[1] Richboro
W. F. Bryan,[1] Perkasie, R. 3
Cora M. Althouse,[1] Perkasie, R. 2
Mabel Hedrick,[1] Perkasie
Minnie A. Apple,[1] Perkasie
Albert C. Rutter,[3] Perkasie
R. Elmer Kramer,[1] Perkasie, R. 4
Ada R. Mann,[1] Perkasie
A. Linford Umstead,[1] Perkasie, R. 4
Phares G. Beer,[1] Perkasie
Fannie E. Landis,[1] Perkasie
Lillian H. Landis,[1] Perkasie, R. 3
Reba M. Moyer,[1] Perkasie
George Landis,[1] Perkasie
P. L. Texter,[1] Perkasie, R. 1
Grace Buehrle,[1] Perkasie
J. Howard Weisel,[1] Chalfont
Kathryn Ruth,[1] Chalfont
Rosalinda Walter,[1] Chalfont
H. L. Bishop,[1] Chalfont
Sara C. Weisel,[1] Chalfont
Flora Rosenberger,[1] Chalfont
Cora Sampey,[1] Chalfont
Laura Faust,[1] Chalfont
Mary McDonnell,[1] Chalfont
Ada Christine,[1] Perkasie
Mary D. Ely,[1] Yardley
Agnes J. Ambler,[1] Newtown
Minnie V. Steward,[1] Newtown
Elam E. Kerschner,[1] Yardley
M. H. Radcliffe,[1] Buckingham
Cora Fuller,[1] Buckingham
B. M. Gilmore,[1] Buckingham
Laura C. Myers,[1] Buckingham
Louis Hertz,[1] Ferndale
Gretchen C. Magill,[1] Bristol, 1
Mary Schroy,[1] Richlandtown
Robert D. Erney,[1] Steinsburg
Henry Z. Steiner,[1] Cressman
Emma R. Graybill,[1] Zion Hill
H. N. Raisner,[1] Point Pleasant
Ruth Watson,[1] Riegelsville
Sarah Moyer,[1] Ferndale
Helen H. Cambers,[1] Bristol
Blanche E. Meyer,[1] Zionsville
Edith P. Gulden,[1] Weisel
Mildred M. Gulden,[1] Weisel
Mabel H. Achey,[1] Milford Square
R. L. Christman,[1] Trumbauersville
Margaret S. Cope,[1] Jamison
Robert L. Reinhart,[1] Gerysville
Calvin Eakin,[1] Springtime
Mary G. Strock,[1] Springtown
Ada E. Strock,[1] Springtown
G. L. Cressman,[1] Springtown
Martha M. Unangst,[1] Springtown
Marie E. Luff,[1] Richboro
Emily S. Hess,[1] Zion Hill
Harriet Miller,[1] Upper Black Eddy
Webster S. Achey,[1] Milford Square
Ada L. Spencer,[1] Carversville
Nellie Bustin,[1] Trevose
R. Inez Potts,[1] Emilie
Vera L. Worthington,[1] Furlong
M. J. Stradling,[1] Oxford Valley
Helen L. Watson,[1] Morrisville
Elizabeth Brooks,[1] Morrisville
Elizabeth Hellyer,[1] Solebury
Viola Schantz,[1] Spinnerstown
Henry B. Bergey,[1] Finland
Rachel Buehrle,[1] Plumsteadville
Laura M. Myers,[1] Dublin
Cecelia Snyder,[1] Cornell
J. S. Tomlinson,[1] Bristol
Helen K. Grim,[1] Ottsville
Minnie Hallenbach,[1] Riegelsville
Ruth M. Hinton,[1] Tulleytown
Grace A. Michener,[1] Sundale
Mabel E. Good,[1] Ottsville
Edna M. Bean,[1] Kintnersville
Arnold O. Kenyon,[1] Pipersville
Ella P. Jamison,[1] Wycombe
Lera M. Farley,[1] Taylorsville
Etta L. Trexler,[1] Taylorsville
Anna Cope,[1] Buckmansville
Mabel Yost,[1] Forest Grove
Carrie Heaten,[1] Southampton
Beulah Edwards,[1] Solebury
Charles Wolbach,[1] Richlandtown
Helen M. Green,[1] Danboro
Marie Younggren,[1] Morrisville
Florence Gruber,[1] Dublin
Viola Rensimer,[1] Riegelsville
Mrs. Fred Stone,[1] Kintnersville
M. Lanbach,[1] Coopersburg, R. 1
Edna Hindenach,[1] Pleasant Valley
Howard W. Fluck,[1] Telford, R. 1
Marie Yerkes,[1] Erwinna
C. C. S. Sterner,[1] Woodhill
David C. Saylor,[3] Edgwood
Elizabeth Grim,[1] Revere
Esther Grim,[1] Revere
Gertrude A. Bell,[1] Morrisville
Marian L. Gill,[1] Hulmeville
Gertrude S. Johnson,[1] Hulmeville
Bertha S. Marshall,[1] Trevose
Pearl Mumbower,[1] Springtown

Marie Bodey,[1] South Langhorne
Mrs. J. M. Harding S. Langhorne
Bessie Flumm,[1] South Langhorne
Katherine Flumm,[1] Hulmeville
W. J. Hindenach,[3] Riegelsville
Wilmir Crouthamel,[1] Fountainville
Lilly Erney,[1] Richboro
Stella Erney,[1] Shelly
I. M. Frankenfield,[3] Pleasant Valley
Dorothy Eschenmann,[1] Bristol
Mary P. Carter,[1] Morrisville
William H. Mood,[1] Ottsville
C. E. Furst,[3] Southampton
Susie H. Smoyer,[1] Bristol
Herbert A. Diehl,[1] Pineville
Viola McElhare,[1] Morrisville
Tillie E. Shive,[1] Ferndale
Elsie P. Praul,[1] Churchville
Alberta Tomlinson,[1] Jamison
L. Irene Hughes,[1] Red Hill, R. D.
A. Webster Gery,[1] Cressman
Ethel Wiser,[3] Carversville
Gladys C. Shea,[1] Aquetong
Perla M. Jarrett,[1] Cressman
W. A. Frankenfield,[1] Ottsville
Martha Leinbach,[1] Riegelsville
Anna Riegel,[1] Riegelsville
Samuel K. Faust,[3] Hulmeville
Anna Hogan,[1] Dolington
Kate M. Hogan,[1] Dolington
Martha Worthington,[1] Fountainville
Hanna Wismer,[1] Mechanicsville
Lillian Swallow,[1] Centre Bridge
Bertha Mohler,[1] Solebury
Martha Weaver,[1] Ferndale
A. L. Frankenfield,[1] Sundale
Bertha Keller,[1] Plumsteadville
Lizzie Worman,[1] Point Pleasant
Mary Buehrle,[1] Plumsteadville
Gertrude Haldeman,[1] Danboro
Alma Cals,[1] Lumberville
Maggie Nice,[1] Danboro
Elsie Acker,[1] Edison
M. Emma Beidler,[1] Curley Hill
M. Emma Pross,[1] Carversville
Mary E. Fox,[1] Harrow
Anna S. Kresch,[1] Bucksville
Carrie Gruber,[1] Tinicum
Walter S. Lapp,[3] Richlandtown
Miriam Ridge,[1] Trevose
Anna Sweigard,[1] Springtown

Butler—76.

Frank A. McClung,* Butler
John A. Gibson,* Butler
Blanche Christley,[1] Butler
O. Maud Evans,[1] Butler
Anna Allen,[1] Butler
Katherine Holt,[1] Butler
Nellie Dyke,[1] Butler
Georgia Mechling,[1] Butler
Florence Withemp,[1] Butler
Mary C. O'Brien,[1] Butler
Anna Houston,[1] Butler
Etta Dugan,[1] Butler
Elizabeth Barcalow,[1] Butler
Carrie Reed,[1] Butler
Sara Scott,[1] Butler
Harriet Frazier,[1] Butler
Ethel Graham,[1] Butler
Marie Stein,[1] Butler
Jessie Garroway,[1] Butler
V. K Irvine,[3] Butler
Mary E. Boyd,[1] Butler
Bertha Nicolas,[1] Butler
Isabelle Smiley,[1] Butler
Martha Pennington,[1] Butler
Elizabeth Smith,[1] Butler
Anna Kemper,[1] Butler
Nina Martin,[1] Butler
Emma McElvain,[1] Butler
Effie Ross,[1] Butler
Carrie Graham,[1] Butler
Bertha Cochran,[1] Butler
Jennie Stanley,[1] Butler
Hazel Coll,[1] Butler
Gladys McGrady,[1] Butler
L. F. Hall,[3] Butler
Fanny B. Tebay,[1] Butler
Mary Wigton,[1] Butler
Laura Boulden,[1] Butler
Florence Hoffner,[1] Butler
Madge S. McMichael,[1] Butler
Anna Brown,[1] Butler
Vira Yingling,[1] Butler
Grace Pierce,[1] Butler
Mildred Painter,[1] Butler
Verna Iseman,[1] Butler
Mayme Thompson,[1] Butler
Edna Nast,[1] Butler
Marjorie Waller,[1] Butler
Annie Cummings,[1] Butler
Helen Tebay,[1] Butler
Marguerite McQuistion,[1] Butler
Annie Hall,[1] Butler
Gertrude Redic,[1] Butler
Ada Seaton,[1] Butler
Edith M. Watson,[1] Butler
Lillian Miller,[1] Butler
Frances Gerber,[1] Butler
Ethel Smith,[1] Butler
Irene Young,[1] Butler
Lulu Dawson,[1] Butler
Florence Graham,[1] Butler
Mrs. E. K. Calbert,[1] Butler
Rose E. McMees,[1] Butler
Max S. Nast,[1] Butler
Emily Brittan,[1] Butler
Margaret Wilson,[1] Butler
Mary McKinley,[1] Butler
Katharine Pontius,[1] Butler
Grace Patterson,[1] Butler
Albert E. Maltby,[6] Slippery Rock
Mrs. A. E. Maltby,[6] Slippery Rock
Prof. I. N. Moore,[6] Slippery Rock
Mabel McCarnes,[6] Slippery Rock
B. Robinson,[6] Slippery Rock
C. Robinson,[6] Slippery Rock
T. C. Boliver,[8] Zelienople

Cambria—101

M. S. Bentz,* Ebensburg
J. N. Adee,* Johnstown
J. M. Uhler,[4] Conemaugh
H. J. Stocton,[3] Johnstown
G. Dunwiddie,[1] Johnstown
Jessie Morris,[1] Johnstown
Margaret Campbell,[1] Johnstown
Anna G. Masters,[1] Johnstown
Hayes J. Williams,[3] Johnstown
Lulu Burggraf,[1] Johnstown
Nell Trent,[1] Johnstown
Mary C. Murphy,[3] Johnstown
Clara Murphy,[1] Johnstown
Sara Jones,[4] Johnstown
Mary McElroy,[1] Johnstown
Emma Sloan,[1] Johnstown
Emma Davis,[1] Johnstown
Harriet Kinkead,[1] Johnstown
T. J. Sullivan,[4] Spangler
J. D. Ripple,[4] Johnstown
Flora B. Potter,[1] Johnstown
Mary J. Cooper,[1] Johnstown
B. J. Bowers,[3] Johnstown
Mary Cormiddy,[3] Johnstown
C. M. Graham,[1] Johnstown
A. B. Wallize,[1] Johnstown
Ethel Moran,[1] Coupon
Mrs. Maud Keat,[1] Johnstown
Alta Peden,[1] Johnstown
S. W. Thomas,[1] Johnstown
H. R. Jaques,[4] Johnstown
Clara Mears,[1] Portage
Altai Harris,[1] Portage
C. F. Helt,[3] Portage
Loretto E. Prindible,[1] Patton
Ida E. Foresberg,[1] Patton
Kathleen Kearney,[1] Patton
Francis Hollinger,[1] Patton
Wayland Zwayer,[1] Patton
Mary Hopkins,[1] Patton
Rose Farsbaugh,[1] Patton
Adeline Galer,[1] Patton
Roumayne Warrell,[1] Patton
Josephine Litzinger,[1] Patton
Ursula Davis,[1] Patton
Helen Monteith,[1] Patton
Carrie Smith,[1] Patton
Maud B. Ernst,[1] Patton
Bertha L. Gaynian,[1] Patton
Rachael Haden,[1] Patton
Barbara Overberger,[1] Patton
Edwin Overberger,[1] Patton
H. B. English[3] Patton
W. M. Bosserman,[4] Patton
Katharine M. McKinney,[2] Cresson
William M. McKinney,[3] Cresson
J. M. Hostetter,[3] Cresson
Maggie Reilly,[1] Gallitzin
Margaret Regan,[1] Gallitzin
R. H. Biter,[3] Gallitzin
E. V. Bearer,[3] Gallitzin
Dora Owens,[1] Ebensburg
Lyda Davit,[1] Eebensburg
Gertrude M. Wilson,[1] Ebensburg
Allie Lloyd,[1] Ebensburg
Floy Stiles,[1] Ebensburg
Annie Jones,[1] Ebensburg
C. L. Farabaugh,[1] Ebensburg
Magdalene Davis,[1] Ebensburg
N. G. Bachman,[3] Barnesboro
Katharine Ivory,[3] Carrolltown
Emily Swansboro,[1] Barnesboro
G. W. Stephens,[3] Barnesboro
Ruth Porter,[2] Barnesboro
J. C. Williams,[3] Hastings
B. L. Clark,[4] Johnstown
Charles S. Kniss,[3] Mountaindale
W. C. Crawford,[4] South Fork
A. B. Beard,[3] Wilmore
Bruce H. Fahs,[3] South Fork
Emma Dohner,[1] Conemaugh
Irvin D. Ford,[3] Conemaugh
E. J. Duffy,[3] Lilly
Adeline Wiggins,[1] Conemaugh
Marie G. Brannon,[1] Conemaugh
Edna McFarland,[1] Conemaugh
Lida Johnson,[1] Conemaugh
Goldie Horning,[1] Conemaugh
Mabel Davis,[1] Conemaugh
Minnie Ribblett,[1] Conemaugh
Louisa Seibert,[1] Conemaugh
Marie K. Cherry,[1] Conemaugh
Rebecca Burkhart,[1] Conemaugh
Rhoda Dohner,[1] Conemaugh
Edna Stewart,[1] Conemaugh
C. E. Albert,[2] Conemaugh
Lulu Bush,[1] Conemaugh
Jerry F. Trostle,[1] Conemaugh
Eva Pierce,[1] Conemaugh
Katharine Seniff,[1] Conemaugh
Nettie Saxton,[1] Conemaugh

Cameron—9.

C. E. Plasterer,* Emporium
H. H. Weber,[1] Emporium
Alice E. Quigley,[1] Emporium
Gertrude Carroll,[1] Emporium
James P. May, Jr.,[1] Sinnemahoning
B. A. Benson,[3] Sinnemahoning
Gertrude Hill,[1] Driftwood
Carrie Kitzmiller,[1] Emporium
Gertrude Swesey,[1] Emporium

Carbon—36.

James J. Bevan,* Mauch Chunk
H. R. Jackson,[4] Mauch Chunk
Elmer E. Kuntz,* Lansford
C. E. Cole,[3] Palmerton
Clara M. Knerr,[3] Palmerton
W. C. Slough,[3] Nesquehoning
H. P. Miller,[1] Nesquehoning
Joseph A. Boyle,[3] Tresckow
B. M. Shull,[4] Lehighton
H. B. Saul,[3] Lehighton
Paul L. Cressman,[1] Lehighton
Bert David,[1] Lehighton
W. E. Bevan, Mauch Chunk
Mary Quinn,[1] Leviston
Ida Carter,[1] Leviston
P. J. Dougherty,[1] Jeanesville
Hugh J. McGee,[1] Beaver Meadows
Margaret Boyle,[1] Lansford
M. O'Donnell,[1] Summit Hill
W. A. Brosius,[1] Nesquehoning
Wm. Grayson,[1] Nesquehoning
N. P. Luckenbill,[3] Nesquehoning
H. D. Levengood,[3] Summit Hill
W. I. Zechman,[4] Weatherly
H. Arthur Fox,[1] Weatherly
Annie Mulligan,[1] Jeanesville
T. J. Drumbor,[1] Wetherly
Anna Hauck,[1] Weathery
Nina Rosenstock,[1] Weatherly
Clara Werner,[1] Weatherly
Dorothy Eby,[1] Weatherly
Lizzie Kistler,[1] Weatherly
Mildred Prugh,[1] Weatherly
Lorraine Lathom,[1] Weatherly
Lillie Davis,[1] Weatherly
Miss B. L. Welsh,[1] Weatherly

Centre—74.

David O. Etters,* State College
Edwin Erle Sparks,[8] State College
Richard Ernesti,[8] State College
E. R. Smith,[8] State College
E. L. Bowman,[8] State College
Louis W. Rapeer,[8] State College
R. H. Spahr,[8] State College
T. J. Mairs,[8] State College
H. L. Sassaman,[2] State College
Mary Foreman,[1] State College
Mary Bailey,[1] State College

Mae McMahon,[1] State College
Ethel Grieb,[1] State College
Laura Jones,[1] State College
Mary Penney,[1] State College
W. R. Jones,[3] Spring Mills
W. H. Haney,[1] Spring Mills
E. H. Hosterman,[1] Spring Mills
Mary C. Neff,[1] Spring Mills
Mary E. Slutterbeck,[1] Spring Mills
G. A. Crawford,[1] Centre Hall
W. E. Braucht,[1] Coburn
J. K. Stratiff,[3] Snow Shoe
C. L. Gramley,[3] Rebersburg
H. A. Dodson,[3] Centre Hall
S. S. Williams,[3] Blanchard
R. U. Wasson,[1] Coburn
J. R. Jones,[3] Pine Grove Mills
A. M. Martin,[1] Coburn
H. C. Rothrock,[3] Boalsburg
B. E. Hazel, Madisonburg
Margaretta Goheen,[3] Boalsburg
Beatrice L. Stere,[1] Fleming
Harriet L. Turner,[1] Fleming
Elizabeth Bitner,[1] Tusseyville
R. R. Williams,[3] Milesburg
Gertrude Musser,[1] Spring Mills
Mary Twitmyer,[3] Pleasant Gap
Katie McCool,[1] Spring Mills
J. S. F. Ruthrouff,* Phillipsburg
B. H. Bottenhorn,[3] State College
W. O. Heckman,[3] State College
Mary Hecklin,[1] State College
Mame Flegel,[1] State College
Carolyn Buckhout,[1] State College
W. B. Krebs,[1] State College
D. P. Stapleton,[1] Mifflinburg
Jennie Lawery,[1] Philipsburg
H. O. Crain,[4] Philipsburg
E. H. Dorworth,[1] Bellefonte
A. K. Dorworth,[1] Bellefonte
Maud C. Bear,[1] Bellefonte
Carrie A. Weaver,[1] Bellefonte
May Y. Taylor,[1] Bellefonte
Emma M. Hart,[1] Bellefonte
Helen B. Crissman,[1] Bellefonte
Mame M. Woods,[1] Bellefonte
Helen J. Harper,[1] Bellefonte
Chester H. Barns,[3] Bellefonte
Jonas E. Wagner,* Bellefonte
H. Mary Underwood, Bellefonte
Eugene H. Weik,[1] Bellefonte
Thomas H. Bennett,[1] Bellefonte
Gertrude A. Taylor,[1] Bellefonte
Lucy C. Kemmerer,[1] Bellefonte
Marjorie I. McGinley,[1] Bellefonte
James R. Gilligan,[1] Bellefonte
Sara R. McClure,[1] Bellefonte
Annie McCaffrey,[1] Bellefonte
H. F. Whiting,[3] Bellefonte
David F. Fortney, Bellefonte
J. N. Moyer,[1] Rebersburg
G. W. Harter,' Spring Mills
Dr. H. Diemer,[1] State College

CHESTER—181.

Thomas A. Bock,* Spring City
George M. Phillips,[6] West Chester
Dr. S. Schmucker,[6] West Chester
A. L. Subrie,[6] West Chester
Isaac Doughton,* Phoenixville
J. H. Sprecher,[4] Parksburg
Werner E. De Turck,[4] Spring City
Addison L. Jones,* West Chester
E. Cole Tucker,[2] West Chester
Reed Henderson,[2] West Chester
Ira E. Lady,[3] West Chester
Ella S. Nields,[1] West Chester
Rachael T. Martin,[1] West Chester
Frank H. Kramer,[1] West Chester
Carroll Edgar,[1] West Chester
Helen E. Eaches,[1] West Chester
Mrs. Alida G. Dean,[3] Coatesville
Hattie M. Torbert,[1] West Chester
Linda M. Brooke,[1] West Chester
Jas. A. Davis,[3] West Chester
Ella M. Stackhouse,[1] West Chester
Elizabeth Rettew,[1] West Chester
Maria Brock,[1] West Chester
Dorothy Beeber,[1] West Chester
Elizabeth Pierce,[1] West Chester
Ivy Bratton,[1] West Chester
Mary Wingard,[1] Spring City
S. Markowitz,[1] Spring City
Bessie Wolf,[1] Spring City
Pauline Heistand,[1] Spring City
Mary Bailer,[1] Spring City
Edith Frederick,[1] Spring City
Lydia Funk,[1] Spring City
Olive Pearson,[1] Spring City
Anna L. Dickinson,[1] Spring City
Emma J. Palmer,[1] Spring City
Lillian H. Johnson,[1] Spring City
Anna C. MacIntire,[1] Spring City
Evelyn E. Fox,[1] Spring City
Ruth E. Kulp,[1] Spring City
Leva R. Gery,[1] Spring City
G. W. Moore,[1] Ercildown
M. E. Shallies,[1] Coatesville
N. B. Rosenberger,[1] Coatesville
C. H. Gladfelter,[1] Coatesville
W. Earl Rupert,[1] E. Downingtown
Carl O. Benner,[1] Coatesville
Elcora Maxton,[1] Coatesville
Bertha Reynolds,[1] Coatesville
Lucy I. Smedley,[1] West Chester
H. F. Wingard,[1] Coatesville
Mabel I. Sharp,[1] Parkesburg
S. I. Kreeme,[4] West Chester
Edith Taylor,[1] West Chester
Maud Curry,[1] West Chester
Lillian W. Pierce,* West Chester
Meta Mattern,[1] West Chester
Laura G Williams,[1] West Chester
Laura B. Spindler,[1] Parkersville
M. F. Eachus,[1] West Chester
F. B. Speakman,[1] West Chester
Anna L. Few,[1] West Chester
M. Buchanan,[1] Duffryn Mawr
Lyde W. Polk,[3] Coatesville
Lillian Bullock,[1] Kemblesville
Edna M. Gill,[1] Frazer
Mary Walker,[1] E. Dowington
M. Passmore,' West Chester, R. 7
W. T. Gordon,* Coatesville
Alice Lewis,[1] Coatesville
S. E. Thompson,[3] Coatesville
Juliette Young,[1] Coatesville
Millie Clarke,[1] Parkesburg
Martha C. Young,[1] Coatesville
Lorenzo Morris,[3] West Chester
Mary A. Thompson,[1] Coatesville
Elizabeth Kerwin,[1] West Chester
William J. Smith,[3] Coatesville
Margaret F. Hoffman,[1] Coatesville
Mary K. Haines,' Coatesville
Isabel McClellan,[1] Coatesville
Florence V. Burke,[1] Coatesville
Edna B. Irison,[1] Coatesville
M. R. Finnigan,[1] Coatesville
Beatrice H. Dick,[1] West Chester
Mary S. Reid,[1] Parkesburg
Bessie M. Philips,[1] Coatesville
Mildred G. Pickel,[1] Phoenixville
D. A. Murphy,[1] Phoenixville
Mary M. Hall,[1] Phoenixville
Laura A. Brunner,[1] Phoenixville
Beatrice Butt,[1] Phoenixville
Margaret T. Yeager,[1] Phoenixville
Mary A. McGillan,' Phoenixville
Nellie G. Wilson,[1] Phoenixville
Ida Moore,[3] Phoenixville
A. T. Monaghan,[1] Phoenixville
M. E. McGuckian,[1] Phoenixville
Emma K. Bossert,[1] Phoenixville
Bertie M. Bock,[1] Phoenixville
E. Ruth Henderson,[1] Phoenixville
Helen A. Miller,[1] Phoenixville
A. M. Quidland,[1] Phoenixville
Martin L. Peters,[1] Phoenixville
J. Walter Gapp,[3] Phoenixville
D. Edwin Ditzler,[1] Phoenixville
William A. Yeager,[1] Phoenixville
Ella V. Waitneight,[1] Phoenixville
Amanda Rixstine,[1] Phoenixville
H. M. Vanderslice,[1] Phoenixville
Mary Manger,[1] Phoenixville
Helen E. Taylor,[1] Oxford
A. F. Moran,' Honey Brook
J. M. Armstrong,' Oxford
A. Mabel Walker,[1] E. Downingtown
Myra W. Storey,[1] New London
John A. Kinneman,[1] St. Peters
Alice P. Dotterer,[1] Kennett Square
Helen M. Ferree,[1] Parksburg
Mary H. Faddis,[1] Pomeroy
H. May Fling,[1] West Chester
E. B. Walter,[1] Kennett Square
M. Woodward[1] Kennett Square
Ella Lee Favenner,[1] Berwyn
Martha J. Scott,[1] Oxford
E. L. Woodward,[1] New London
Ida C. Pyle,[1] Landenberg
C. E. McAfee,[2] Parkersburg
Mary A. Manning,[1] West Chester
Norman C. Somers,[4] Atglen
M. Louise McEwen,[1] Glenmore
Mary C. O'Connell,[1] Avondale
M. A. Harbaugh,[1] Phoenixville
Emma W. Wersler,[3] Malvern
D. H. Robbins,[3] Berwyn
C. Ella Huston,[1] Oxford, 4
Bernice R. Murphy,[1] Coatesville
Ruth Morton,[1] Oxford, 4
Mary R. Swayne,[1] Downington
Mary L. Bock,[1] Wayne
Verna Herb,[1] Nottingham
A. K. Schnaring,[1] Downington
Mary A. Quimby,[1] Berwyn
Irma A. Philips,[1] Glen Moore
Rebecca L. Freeland,[1] Parkesburg
Emma L. Mackey,[1] Stafford
Mary D. Lang,[1] Kennett Square
A. Belle Clark,[3] Chatham
Elizabeth M. Kelly,[1] Avondale
Charles H. Ash,[1] Parker Ford
Helen L. Gass,[1] West Chester
H. A. Senderling, Jr., Oxford
Mabel McConnell,[1] Honey Brook
M. J. McMullen,[1] Coatesville
M. R. Farley,[1] New Centerville
Edith Miller,[1] Spring City R. D.
Maggie A. Boyd,[1] Parkesburg
Margaret Tanguay,[1] Pocopson
Winifred Wagar,[1] Gum Tree
Adele Caley,[3] West Chester
Grace M. Buckworth,[1] Devon
Mrs. F. Smart,[1] Chester Springs, 2
Ethel Frank,[1] West Chester, 9
Martha MacPherson,[1] Malvern, 3
M. Elizabeth Cowan,[1] Atglen
Elmer E. Hess,[4] Oxford
Grace Ewing,[1] Lewisville
E. W. Cloud,[1] Kennett Square, R.D.
D. E. Atwell,[3] Kennett Square
Beth Tentem,[1] West Chester
E. Mae Sharp,[1] West Chester, 4
Reba M. Shaw,[4] West Chester
H. D. Snavely,[1] West Chester
E. S. Garrett,[1] Embreesville
Nellie Seltzer,[1] Parkesburg
Eliza J. Brown,[1] Nottingham
L. B. Faddis,[1] Ercildoun
Marianna Fell,[1] Chathan
Esther Clemons,[1] Glen Moore
Mrs. C. Cummings,[1] West Chester
Elizabeth Larkin,[1] West Chester

CLARION—11.

N. E. Heeter,* Clarion
Prof. A. P. Reese,[6] Clarion
Prof. E. E. Brown,[3] St. Petersburg
Prof. L. W. Murphy,[1] W. Monterey
Prof. D. Peterson,[3] St. Petersburg
Prof. E. H. De Vilder,[3] Miola
Prof. D. E. Elliott,[1] Callensburg
Jno. W. Rutherford,[3] Clarion
L. W. Zuendel,[3] Knox
Roland McGuinis,[1] Emlenton, 2
James Hughes,[3] Silgo

CLEARFIELD—68.

C. A. Weisberger,* Clearfield
J. S. Simons,* Du Bois
H. J. Baldwin,[3] Du Bois
L. H. Schoch,[3] Du Bois
Harry J. Kriner,[3] Du Bois
W. W. Eisenhart,[4] Morrisdale
R. A. Shields,[3] Morrisdale
Linda Lienhardt,[1] Allport
C. L. Wagner,[1] Luthersburg
D. Victor Shank,[3] Du Bois
C. McFadden,[1] Osceola Mills
J. E. Radebach,[3] Osceola Mills
Nellie Fallon,[1] Osceola Mills
Gertrude Pie,[1] Osceola Mills
Clare O'Neil,[1] Osceola Mills
Dorothy Brown,[1] Osceola Mills
Edward A. Reams,[1] Osceola Mills
Miss Alma Krause,[1] Osceola Mills
A. C. Rapp,[3] Munson, R. D.
George A. Henshaw,[1] Houtzdale
W. P. Trostle,[4] Houtzdale
Grace McKenzie,[1] Houtzdale
Julia Broberg,[1] Houtzdale
Mary Meagler,[1] Houtzdale
Katherine Forcey,[3] Houtzdale
Mary Langsford,[1] Houtzdale
Mildred Pidgeon,[1] Houtzdale
Blanche Nixon,[1] Houtzdale
Edna E. Rider, Houtzdale
Laura Williams,[1] Houtzdale
Grace Mooney,[1] Houtzdale
James M. Rowles,[1] Glen Richey
D. B. Barnett,[3] Olanta

C. B. Bloom,[3] Madera
Miss Zita McGill,[1] Ramey
Mrs. Ella Moore,[1] Madera
Kathryn Jopling,[1] Madera
M. F. Long,[1] Olanta
Bessie Granville,[1] Madera
Agnes Davis,[1] Madera
Nellie Stodart,[1] Madera
Elizabeth Hopkins,[1] Ramey
Mabel Means,[1] Madera
Mina Shoff,[1] Madera
B. F. Waltz,[1] Du Bois
George E. Zerfoss,* Clearfield
Fred. W. Fabian,[1] Clearfield
Charles H. Yost,[1] Clearfield
Mary Kirk,[1] Clearfield
Mildred Ferguson,[1] Clearfield
Mrs. Rachael Dobson,[1] Clearfield
Rhoda Weaver,[1] Clearfield
Josephine Muffley,[1] Clearfield
Maude Fletcher,[1] Clearfield
D. R. Bartoo,[1] Clearfield
W. R. Humphreys,[1] Clearfield
Clair Ross,[1] Clearfield
Lucile McGee,[1] Clearfield
Ina Jenkin,[1] Clearfield
Mary Gallagher,[1] Clearfield
Ellen Rowe,[1] Clearfield
Martha Dunlap,[1] Clearfield
Emma McDowell,[1] Clearfield
Elizabeth Hamilton,[1] Clearfield
Alice Lawhead,[1] Clearfield
Mrs. C. T. Jones,[1] Clearfield
Cora Wrigley,[1] Clearfield
Alice Lemon,[1] Clearfield

CLINTON—59.

Ira N. McCloskey,* Lock Haven
C. W. Hunt,* Lock Haven
J. C. Weirick,[3] Lock Haven
H. E. Stover,[3] Lock Haven
Charles Lose,[6] Lock Haven
Mattie M. Collins,[6] Lock Haven
Anna Frohlich,[6] Lock Haven
M. DeTurk High,[6] Lock Haven
Nelson P. Benson,[6] Lock Haven
Lisle Spencer,[1] Clintondale
Jennie Walters,[3] Lock Haven
C. M. Hausknecht,[3] Lock Haven
Julia E. McCabe,[1] Lock Haven
Christine Haberstrah,[1] Lock Haven
Cora I. Snyder,[1] Lock Haven
Rebecca Gillespie,[1] Lock Haven
Edna D. Rich,[1] Lock Haven
C. E. Donahoe,[1] Lock Haven
Olive Long,[1] Lock Haven
Margaret Grafius,[1] Lock Haven
Virginia Painter,[1] Lock Haven
Elizabeth Rinn,[1] Lock Haven
Mary Armstrong,[1] Lock Haven
Mary Sloan,[1] Lock Haven
Clara Wagner,[1] Lock Haven
Minnie Henry,[1] Lock Haven
Marie Kean,[2] Lock Haven
Emily Peck,[1] Lock Haven
Mary Rohe,[1] Lock Haven
Mabel R. Carlson,[1] Renovo
N. L. Bartges,[3] Avis
Minee Magill,[1] Renovo
Mary Bowman,[1] Renovo
D. E. Courtney,[1] North Bend
Effie Crays,[1] Renovo
Stella M. Thurston,[1] Renovo
Maude Stevens,[2] Renovo
Mary H. Hogue,[1] Avis
Nellie G. Clymer,[1] Avis
M. R. Suter,[1] Lock Haven, R. D.
Rosa Bitner,[1] Beach Creek
L. C. Spry,[3] Westport
R. R. Welch,[3] Beech Creek
G. A. Mincemoyer,[4] Renovo
T. R. Diffenbach,[3] Renovo
Florence M. Garies,[1] Logantown
Mary E. Baird,[1] Renovo
Maude L. Sanders,[1] Renovo
I. F. MacEllhaney,[1] Renovo
Margaret A. Tanner,[1] Renovo
Alice S. Moxley,[1] Renovo
Ella G. Mulvilhill,[1] Renovo
Mary N. Murphy,[1] Renovo
Nina Morrison,[2] Renovo
Gertrude G. Sheperd,[4] Renovo
Nellie Myers,[1] Westport
Mary E. Young,[2] Renovo
Kathryn Donovan,[1] Renovo
Mary Agnes Nicolas,[1] Renovo

COLUMBIA—30.

Wm. W. Evans,* Bloomsburg
S. Irwin Shortess,[3] Berwick
D. J. Waller, Jr.,[6] Bloomsburg
J. C. Foote,[6] Bloomsburg
C. H. Albert,[6] Bloomsburg
H. F. Carpenter,[6] Bloomsburg
Harry R. Rider,[1] Bloomsburg
B. H. Johnson,[1] Bloomsburg
W. C. Mauser,[1] Bloomsburg
O. H. Yetter,[1] Bloomsburg
Harold Moyer,[1] Bloomsburg
Alice Wilson,[1] Bloomsburg
Hazel Kocher,[1] Bloomsburg
Helen Vanderslice,[1] Bloomsburg
Julia Brill,[1] Bloomsburg
Louis Yost,[1] Bloomsburg
L. P. Steiner,[4] Bloomsburg
F. R. Adams,[1] Rupert
E. E. Straub, Wilburton
Carry M. Taylor,[1] Berwick
Emily Wunderly,[1] Berwick
Sarah Hagenbach,[1] Berwick
J. Y. Shambach,[4] Berwick
H. F. Fenstermaker,[3] Berwick
E. E. Haney,[1] Benton, R. F. D.
Harlan R. Snyder,[3] West Berwick
F. L. Lindaman,[2] Berwick
Prof. O. H. Bakeless,[1] Bloomsburg
Mercy E. Gotshall,[1] Aristes
Ethel Henrie,[1] Bloomsburg

CRAWFORD—69.

P. D. Blair,* Meadville
Edward Sargent,* Meadville
Marian Hartman,[3] Meadville
Edith M. Thompson,[3] Meadville
Christene Hay,[4] Meadville
Jessie Grassie,[1] Meadville
Leila Frey,[3] Meadville
Anna B. Mahoney,[1] Meadville
Adelaide Dunbar,[1] Meadville
Eleanor Martin,[1] Meadville
May Caddahan,[1] Meadville
Ida E. Foster,[1] Meadville
Grace H. Henry,[1] Meadville
Lillian Herrington,[1] Meadville
Emma Gaskill,[1] Meadville, R. 3
Edna Van Master,[1] Meadville
Clara I. Schutz,[1] Meadville
F. Marion Henry,[1] Meadville
Mrs. Ella Spon,[1] Meadville
Marie Cecelia Poux,[1] Meadville
Cora V. Hall,[1] Meadville
Elizabeth Garver,[1] Meadville
Frances McKinley,[1] Meadville
Dorothy Shults,[1] Meadville
Elda M. Gloth,[1] Meadville
Ideel Kingsley,[1] Meadville
Fayetta Walp,[1] Meadville
Grace Prenatt,[1] Meadville
E. M. Alexander,[1] Meadville
Henrietta Carroll,[1] Meadville
Mary Bond,[1] Meadville
Ruth Ferer,[1] Meadville
Sadie Van Hoesen,[1] Meadville
Alethea Hunt,[1] Meadville
Evans McKay,[1] Meadville
Bridget F. Lyon,[3] Meadville
Rachel Smith,[1] Meadville
Isabel Wilson,[1] Meadville, 1
Dorothy Borrell,[1] Meadville
Inda Horth,[1] Meadville
Anna Mong,[1] Meadville
Maud Lytle,[3] Meadville
May Kilpatrick,[1] Meadville
Susan Rose,[1] Meadville
Mary M. Sellew,[3] Meadville
Mildred Cook,[1] Meadville
Stella Niller,[1] Meadville
Ilda Supher,[1] Meadville
Belle Mahoney,[1] Meadville
Emelie Doubet,[1] Meadville
Teresa Burns,[1] Meadville
Anna Shaw,[1] Meadville
Grace Mullein,[1] Meadville
Carrie Douglas,[1] Meadville
A. Affandranger,[1] Meadville
Marjorie Smith,[1] Meadville
Marie Neumarker,[1] Meadville
Mary Borrell,[1] Meadville
Carrie Kelsay,[1] Meadville
G. Smallenberger,[1] Meadville
Edith Russell,[7] Meadville
Mary Rickeet,[1] Meadville
F. L. Knapp,* Cambridge Springs
R. S. Winton,[3] Townville
F. D. Kingsley,[3] Cochranton
Rebecca Smith,[1] Cochranton
Henry Pease,* Titusville
Gladys Meloy,[3] Blooming Valley
Rev. W. H. Crawford,[3] Meadville

CUMBERLAND—77.

J. Kelso Green,* Carlisle
John C. Wagner,* Carlisle
Ezra Lehman,[6] Shippensburg
J. S. Heiges,[6] Shippensburg
Irene Huber,[6] Shippensburg
Alice Huber,[6] Shippensburg
Harry W. Snyder,[6] Shippensburg
H. M. Levan[6] Shippensburg
Mrs. Annette Herr,[6] Shippensburg
Mervin G. Filler,[8] Carlisle
G. M. Briner,[8] Carlisle
R. F. Davenport,[1] Carlisle
F. G. Wilson,[1] Carlisle
E. W. Frost,[1] Carlisle
Blanche L. Dum,[1] Carlisle
Julia Morgan,[1] Carlisle
Mayme V. Eppley,[1] Carlisle
Kathleen Riley,[1] Carlisle
Elizabeth Miller,[1] Carlisle
Romaine Singiser,[1] Carlisle
Bertha Wingert,[1] Carlisle
Mary Wert,[1] Carlisle
Miriam Lindenmood,[1] Carlisle
Mrs. Etta Wetzell,[1] Carlisle
Lina Hartzell,[1] Carlisle
J. L. Weitzell,[1] Carlisle
J. A. Ward,[8] Carlisle
Jas. G. Young,[1] Carlisle
C. E. Miller,[1] Carlisle
Elda Shoemaker,[1] Carlisle
Ella Davis,[1] Carlisle
Emma Hannon,[1] Carlisle
Nell Greason,[1] Carlisle
Matilda Elliott,[1] Carlisle
Helen Eyster,[1] Carlisle
Florence Ziegler,[1] Carlisle
Constance Warren,[1] Carlisle
S. L. Doner,[1] Carlisle
A. L. Shulenberger,[3] Shippensburg
Grover C. Baer,[1] Shippensburg
Charles B. Derick,[1] Shippensburg
Mrs. Grace Grove,[1] Shippensburg
Mary Robinson,[1] Shippensburg
Ella Noftsker,[1] Shippensburg
Alice Lehman,[1] Shippensburg
Lulu Long,[1] Shippensburg
Ella Martin,[1] Shippensburg
Dorothy Wolf,[8] Shippensburg
Ralph Jacoby,[8] Mechanicsburg
M. M. Metzgar,[8] Mt. Holly Springs
Ethel Powell,[1] New Cumberland
Nancy Grayson,[1] Shippensburg
L. L. Nickey,[1] Allen
W. C. Bowman,[8] Lemoyne
R. E. Matthews,[8] Lee's Cross Roads
S. Nettie Russell,[1] Shippensburg
John Hetrick,[1] New Kingston
C. D. MacGregor,[2] Carlisle
M. Emma Sours,[1] Mechanicsburg
G. M. Messinger,[1] Mechanicsburg
A. A. Arnold,[1] Mechanicsburg
A. L. Landis,[8] Mechanicsburg
Mrs. A. Fulton,[1] New Cumberland
W. H. Speck,[1] New Cumberland
Enos Hess,[1] Grantham
L. Crunkleton,[4] New Cumberland
Mary Gracey,[1] New Cumberland
Gertrude Wolf,[1] New Cumberland
J. McCackram,[1] New Cumberland
Frank R. Kerlin,[1] New Cumberland
Sue A. Kline,[1] Shiremanstown
Ruth Duke,[1] Shippensburg
Miss C. M. Kast,[1] Mechanicsburg
Mabel Bowers,[1] Lemoyne
Nelle Morley,[1] Shiremanstown
Laura Ziegler,[1] Carlisle
H. Fogelsanger,[1] New Cumberland

DAUPHIN—593.

Frank E. Shambaugh,* Lykens
Gov. M. G. Brumbaugh, Harrisburg
A. D. Glenn,[9] Harrisburg
Reed B. Teitrick,[9] Harrisburg
C. D. Koch,[9] Harrisburg
Thomas S. March,[9] Harrisburg
W. M. Denison,[9] Harrisburg
James G. Pentz,[9] Harrisburg
L. H. Dennis,[9] Harrisburg
Millard B. King,[9] Harrisburg
J. George Becht,[9] Harrisburg
R. M. McNeal,[9] Harrisburg
H. H. Fleisher,[9] Harrisburg

U. G. Fry,[9] Harrisburg
J. O. Knauss,[9] Harrisburg
F. E. Downes,* Harrisburg
L. E. McGinness,* Steelton
H. J. Wickey,* Middletown
H. B. Garver,[8] Middletown
Margaret Smith,[1] Middletown
Harriet Keever,[1] Middletown
Florence Beard,[1] Middletown
Mrs. A. E. Rambler,[1] Middletown
Elizabeth Overdeer,[1] Middletown
Blanche Yost,[1] Middletown
Fannie Hatz,[1] Middletown
W. Le Roy Brooke,[1] Halifax
A. B. Moyer,[4] Williamstown
C. H. Palmer,[1] Deitrich
W. E. Stauffer,[4] Linglestown
S. M. Stauffer,[4] Highspire
Anna Richter,[1] Halifax
Lydia Gaupp,[1] Elizabethville
Jennie Bair,[1] Millersburg
Myrtena E. Allen,[1] Highspire
Merrill A. Leitzel,[1] Elizabethville
Myra Goss,[1] Palmyra
Caroline Rauch,[1] Progress
Ruth Reigle,[1] Pillow
Addie Witmer,[1] Pillow
Annie E. Latsha,[1] Pillow
Earl H. King,[1] Dillsburg
Bertha Rabuck,[1] Penbrook
Margaret Rabuck,[1] Penbrook
Chas. E. Henninger,[1] Elizabethville
Amos E. Hess,[1] Derry Church
J. E. Zimmerman,[1] Hummelstown
Claire Garverick,[1] Progress
Carrie Shambaugh,[1] Harrisburg
Helen Jones,[1] Highspire
Bessie Etter,[1] Highspire
Helen Alleman,[1] Middletown
Lizzie Kingston,[1] Williamstown
Beryl Scholl, Halifax, R. D.
W. A. Geesey,[4] Hummelstown
Harry Miller,[1] Millersburg, R. D.
Harry S. Everett,[8] Hershey
Ira L. Shenk,[1] Derry Church, R.D.
S. S. Ebersole,[1] Middletown, R. 2
J. B. Brubaker,[1] Middletown, R. D.
G. H. Nissley,[1] Linglestown
Miriam Forscht,[1] Union Deposit
T. J. Hoffman,[1] Enders
C. M. Bowerman,[1] Fisherville
J. H. Espenshade,[1] Middletown
Elsie M. Espenshade,[1] Middletown
R. E. Runkle,[1] Linglestown
Herman E. Hetrick,[1] Linglestown
A. Mae Gruber,[1] Campbelltown
Mary Rose,[1] Hershey
Mabel R. Brown,[4] Palmyra
E. A. Lerch,[1] Grantville
Alva Grundere,[1] Paxtang
Anna Lupfer,[1] Harrisburg, R. 2
G. G. Elder,[1] Highspire
Mary A. Bair,[1] Highspire
Hilda M. Eby,[1] Highspire
Anna V. Matter,[1] Loyaltonn
F. Y. Weidenhammer,[1] Harrisburg
H. B. King,[8] Linglestown
Harry E. Klinger,[8] Berrysburg
Ralph Meckley,[8] Royalton
Clarence E. Toole,[8] Lykens
May V. Moyer,[1] Hershey
May B. Hershey,[1] Hershey
Ethel Scholl,[1] Halifax
Myra Kulp,[1] Bachmansville
Dora Hoy,[1] Millersburg
Mollie Bowman,[1] Gratz
Anna Schoffstall,[1] Gratz
Naomi Shoop,[1] Hummelstown
Annie Cassel,[1] Hummelstown
Sylvia Cover,[1] Highspire
L. B. Hauer,[1] Union Deposit
E. McWilliams,[1] Wiconisco
Margaret Taylor,[1] Wiconisco
Helen J. Widney,[1] Highspire
Miles B. Lebo,[1] Waynesville
D. M. Lebo,[1] Waynesville
E. E. Snyder,[1] Palmyra
S. S. Balsbaugh,[1] Swatara
Arthur P. Hocker,[1] Palmyra
F. D. Keboch,[4] Hershey
Cloyd Miller,[1] Elizabethville
Darius Weist,[1] Gratz
Annie B. Nye,[1] Hummelstown
Nora Glessner,[1] Gratz
Edna C. Erb,[1] Hockersville
Eva Kunkle,[1] Paxtang
Ruth Kunkle,[1] Paxtang
Naomi Gruber,[1] Bachmansville
Edna Hocker,[1] Hockersville
A. D. E. Killinger,[1] Harrisburg
H. Weidenhammer,[1] Harrisburg
Alice E. Wolf,[1] Oberlin
E. Hill,[1] Hummelstown
E. Myrtle Garrett,[1] Hummelstown
Annie N. Wenger,[1] Harrisburg
Annie M. Cannon,[1] Middletown
Florence Hocker,[1] Harrisburg
Ruth Morrow,[1] Enhaut
Lena Agle,[1] Enhaut
Emma Brindle,[1] Enhaut
Verna Mauer,[1] Enhant
Geo. R. Fisher,[1] Harrisburg, R. 1
C. Wilmont Sheibley,[1] Oberlin
Elizabeth Pealer,[1] Enhaut
Ray E. Gruber,[1] Hummelstown
Geo. F. Dunkelberger,[8] Oberlin
R. C. Hoffman,[1] Halifax, R. 1
Sara Kessler,[1] Elizabethville
Esther Denison,[1] Dauphin
Ella A. Wagner,[1] Swatara Station
Margaret Snyder,[1] Halifax
Pierce Rettew,[1] Harrisburg
Anna Gruber,[1] Bachmansville
S. Kostenbader,[1] Rutherford H'ts
Kathryn Wensell,[1] Highspire
Charles L. Bubb,[1] Enhaut
Anna Luft,[1] Middletown
E. Ellen Foltz,[1] Hummelstown
Elizabeth Nagle,[1] Middletown
Sara Schreiner,[1] Middletown
Mary E. Fritz,[1] Middletown
Rena Park,[1] Middletown
Annie M. Bletz,[1] Middletown
William B. Morrow,[1] Middletown
Jennie L. McClure,[1] Middletown
Lillian Hoffman,[1] Middletown
A. S. Quickle,[1] Middletown
Grace P. Keefer,[1] Middletown
E. D. Kerpes,[8] Middletown
Kathryn Short,[1] Oberlin
Nelle Book,[1] Oberlin
H. H. Hoffman,[8] Williamstown
Alvin G. Irvin,[1] Harrisburg
Joseph H. Hurst,[1] Steelton
F. E. Bridgetts, Harrisburg
F. L. Meck, Harrisburg
T. O. Mitman,[1] Hummelstown
Marie H. Johnson,[1] Hershey
Blanche P. Wingert,[4] Hershey
George E. Foreman,[1] Derry Church
Sara E. Foreman,[1] Derry Church
Carrie E. Dressler,[1] Hershey
M. T. Hoffman,[1] Hummelstown
Edna M. Maeder,[1] Dauphin
H. V. B. Garver,[1] Oberlin
Eva F. Stoner,[4] Steelton
Marie Smith,[1] Halifax
Martha Seiler,[1] Harrisburg
Sue Seiler,[1] Harrisburg
M. C. Hummer,[8] Dauphin
Annie R. Keiter,[1] Harrisburg
Paul R. Yeager,[1] Halifax
John E. Unger,[1] Penbrook, R. 2
Mary G. Edwards,[8] Harrisburg
Lizzie F. Janss,[1] Harrisburg
Mabel E. Vaughn,[1] Harrisburg
Grace McLaughlin,[1] Harrisburg
Flora B. Bentzel,[1] Harrisburg
Anne U. Wert,[1] Harrisburg
Clara L. Meredith,[8] Harrisburg
Myra Connelly,[1] Harrisburg
Mary M. Vollmer,[8] Harrisburg
Jennie B. Lutz,[1] Harrisburg
Gertrude M. Hoffman,[1] Harrisburg
E. F. Goldsmith,[1] Harrisburg
Alice C. McGowan,[1] Harrisburg
Barbara Hillard,[1] Harrisbuug
Mary R. Pilkay,[1] Harrisburg
May Beard,[1] Harrisburg
A. May Little,[8] Harrisburg
Elizabeth Little,[1] Harrisburg
Annie K. Laurie,[1] Harrisburg
Mary E. Skane,[1] Harrisburg
Margaret E. Madden,[1] Harrisburg
Ruth G. Gorkes,[1] Harrisburg
Katherine Haifleigh,[1] Harrisburg
Renee Flender,[1] Harrisburg
Anna J. Bernhardt,[1] Harrisburg
J. E. Harlacher,[8] Harrisburg
Abigail Lammond,[1] Harrisburg
Agnes E. G. Schlick,[1] Harrisburg
Elizabeth A. Dum,[1] Harrisburg
Catharine M. Koons,[1] Harrisburg
Anna M. Stoner,[1] Harrisburg
Mary B. Thomas,[1] Harrisburg
Caroline Baskin,[1] Harrisburg
Vera C. Peifer,[1] Harrisburg
Sarah Bankes,[1] Harrisburg
Isabella G. Griffith,[1] Harrisburg
F. Gertrude Eaton,[1] Harrisburg
Ada K. Hartzell,[1] Harrisburg
Serena C. Knabe,[1] Harrisburg
Maude J. Gamble,[8] Harrisburg
Mary E. Crane,[1] Harrisburg
Edna F. Mann,[1] Harrisburg
Anna M. Midlam,[1] Harrisburg
Genevieve Burns,[1] Harrisburg
Mary H. Pendergast,[1] Harrisburg
Irene E. Loomis,[1] Harrisburg
Mary R. Warlow,[1] Harrisburg
Annie M. Zimmerman,[1] Harrisburg
Homezellah Burruss,[1] Harrisburg
Katherine McFarland,[8] Harrisburg
Nan Hemperly,[1] Harrisburg
Blanche Hillard,[1] Harrisburg
Emily E. Cummings,[1] Harrisburg
Dora C. Sourbeer,[1] Harrisburg
Jennie M. Mumma,[1] Harrisburg
Laura Sloat,[1] Harrisburg
Mary Bingham,[1] Harrisburg
Ruth Hoover,[1] Harrisburg
Ruth Himes,[1] Harrisburg
Olive Hall,[1] Harrisburg
Clara Lutz,[1] Harrisburg
Laura Crane,[1] Harrisburg
Myrtle Hoke,[1] Harrisburg
Kate M. Piper,[1] Harrisburg
Mary Denison,[1] Harrisburg
Clara Brown,[1] Harrisburg
Sarah K. Reen,[1] Harrisburg
Grace M. Wonders,[1] Harrisburg
Carrie L. Orth,[1] Harrisburg
Lottie Haelmlen,[1] Harrisburg
Carrie L. Laries,[8] Harrisburg
Nellie Glennen,[1] Harrisburg
Fannie Johnson,[8] Harrisburg
Minnie E. Sample,[1] Harrisburg
Virginia Hoagland,[1] Harrisburg
Mary J. Mickey,[8] Harrisburg
Ethel M. Hall,[1] Harrisburg
Helen Armpriester,[1] Harrisburg
Margaret Fralick,[1] Harrisburg
Mary L. Grant,[1] Harrisburg
Harriet Harrison,[1] Harrisburg
Bessie Rupp,[1] Harrisburg
Iva C. Weirick,[8] Harrisburg
P. L. Hocker,[8] Harrisburg
Caroline Sparrow,[1] Harrisburg
Grace Eshenower,[1] Harrisburg
Nancy Canan,[1] Harrisburg
Naomi P. Bair,[1] Harrisburg
Inda M. Kauffman,[1] Harrisburg
Irene M. Burns,[1] Harrisburg
Sarah E. Wood,[1] Harrisburg
Mildred Ramsey,[1] Harrisburg
Elizabeth Holmes,[1] Harrisburg
Stella M. Grimm,[1] Harrisburg
Grace E. Lancks,[1] Harrisburg
M. Ella Ryan,[1] Harrisburg
Emily J. Adams,[8] Harrisburg
A. Mabel Blake,[1] Harrisburg
Mary E. Gotta,[1] Harrisburg
Emma M. Sites,[1] Harrisburg
L. Minnie Hursh,[1] Harrisburg
Geneva Fritchey,[1] Harrisburg
Marie C. Higgins,[1] Harrisburg
S. P. Stambaugh,[1] Harrisburg
Emma F. Beatty,[1] Harrisburg
Alberta Zimmerman,[1] Harrisburg
Sara Coleman,[1] Harrisburg
Cora A. Adams,[1] Harrisburg
Helen Keller,[1] Harrisburg
Julia N. Piper,[1] Harrisburg
Ruth A. Burke,[1] Harrisburg
Mabel O. Charles,[1] Harrisburg
Pauline Shure,[1] Harrisburg
Carrie H. Reily,[1] Harrisburg
Anne V. Crowl,[8] Harrisburg
John P. Scott,[1] Harrisburg
J. Henry Williams,[1] Harrisburg
R. Emma Coleman,[1] Harrisburg
Nettie Moyer,[1] Harrisburg
Helen M. Janss,[1] Harrisburg
Rebecca Orth,[8] Harrisburg
Elizabeth Strickland,[1] Harrisburg
Maude S. Sherwood,[1] Harrisburg
Anna O'Connell,[1] Harrisburg
C. D. Gebhardt,[1] Harrisburg
Zella H. Book,[1] Harrisburg
J. M. Cummings,[1] Harrisburg
Anna Patterson,[1] Harrisburg
Alice Buffington,[1] Harrisburg
Cora P. Gerhart,[1] Harrisburg
Susan Gougler,[1] Harrisburg

Helen M. Laucks,[1] Harrisburg
Susan P. Pelen,[1] Harrisburg
Eva M. Johnson,[1] Harrisburg
Daniel Fackler,[1] Harrisburg
M. H. Thomas,[4] Harrisburg
J. F. Kob,[4] Harrisburg
J. J. Brehm,[4] Harrisburg
W. H. Jacobs,[4] Harrisburg
W. C. Heiges,[4] Harrisburg
Mary M. Snyder,[1] Harrisburg
Sallie E. Hellerman,[1] Harrisburg
Jane F. Shields,[1] Harrisburg
Ella S. Yost,[1] Harrisburg
Annie M. Walzer,[1] Harrisburg
Edith M. Bentzel,[1] Harrisburg
Stella Earley,[1] Harrisburg
Meda K. Woods,[1] Harrisburg
Maude Kennedy,[1] Harrisburg
Caroline Patterson,[1] Harrisburg
A. Elizabeth Fahnstock,[1] Harrisburg
Annie M. Watson,[1] Harrisburg
Latona Dennis,[1] Harrisburg
Laura E. Garman,[1] Harrisburg
Annie L. Weitmyer,[1] Harrisburg
Clara M. Fisher,[1] Harrisburg
Clara H. Hook,[1] Harrisburg
Mary C. Ebner,[1] Harrisburg
Sue M. Bratten,[1] Harrisburg
Annie C. Schlayer,[1] Harrisburg
Mary M. Markell,[1] Harrisburg
Lillian Fritzimons,[1] Harrisburg
Jane K. Rothe,[1] Harrisburg
G. Herman Goetz,[8] Harrisburg
Mary Hogan,[1] Harrisburg
Fannie Dunlap,[1] Harrisburg
Julia J. Ryan,[8] Harrisburg
Katherine F. Huber,[1] Harrisburg
Sue H. Sparrow,[1] Harrisburg
Alice Witherow,[1] Harrisburg
Gertrude Huber,[1] Harrisburg
Mabel J. March,[1] Harrisburg
Laura Frutchey,[1] Harrisburg
Irene Rohrer,[1] Harrisburg
Ruth M. Stroh,[1] Harrisburg
Bertha Turner,[1] Harrisburg
Elizabeth Morgan,[1] Harrisburg
Katharine Sweeny,[1] Harrisburg
J. F. Ferguson,[1] Harrisburg
Elizabeth Knox,[1] Harrisburg
Lillie M. Miller,[1] Harrisburg
Margaret Sullivan,[1] Harrisburg
Clara S. Shireman,[1] Harrisburg
Blanche Meloy,[1] Harrisburg
Bessie E. March,[1] Harrisburg
Ruth E. Barnhart,[1] Harrisburg
L. Faith Page,[1] Harrisburg
Anna G. Sweeney,[1] Harrisburg
Mary O'Connell,[1] Harrisburg
Mary E. Rynard,[8] Harrisburg
Julia Zudrell,[1] Harrisburg
Mabel Hoffsommer,[1] Harrisburg
Edith M. Walmer,[1] Harrisburg
Lilia Zug,[1] Harrisburg
Clara L. Eaton,[1] Harrisburg
Alice E. Nelson,[1] Harrisburg
Alice Ryan,[1] Harrisburg
Florence M. English,[8] Harrisburg
Mary H. Bechdolt,[1] Harrisburg
Ida M. Stewart,[1] Harrisburg
Una C. Wood,[1] Harrisburg
Carrie E. Myers,[1] Harrisburg
Ruth M. Walzer,[1] Harrisburg
Margaret R. Holmes,[1] Harrisburg
W. H. Marshall,[8] Harrisburg
Helen H. Taylor,[1] Harrisburg
Marie A. Sample,[1] Harrisburg
Alice E. Price,[1] Harrisburg
Helen Bright,[1] Harrisburg
M. H. Layton,[8] Harrisburg
Clara E. Reed,[1] Harrisburg
Margaret J. Blalock,[1] Harrisburg
Ida E. Brown,[1] Harrisburg
John B. Hoke,[1] Harrisburg
Cora E. Dugan,[1] Harrisburg
Elva Neff,[1] Harrisburg
Rose C. Fogarty,[1] Harrisburg
Helen Rinkenbach,[1] Harrisburg
Doris J. Stouffer,[1] Harrisburg
Nora G. Clancy,[1] Harrisburg
Emma C. Miller,[1] Harrisburg
W. S. Steele,[8] Harrisburg
Florence E. Beck,[1] Harrisburg
A. J. Beitzel,[1] Harrisburg
Edna Bowers,[1] Harrisburg
Jessie C. Bowers,[1] Harrisburg
Edna Engle,[1] Harrisburg
Lorena G. Evans,[1] Harrisburg
W. M. Fahenstock,[1] Harrisburg
Mrs. Nettie B. Fox,[1] Harrisburg
P. A. Fishel,[1] Harrisburg
Tressa A. Greenwald,[1] Harrisburg
John A. F. Hall,[1] Harrisburg
Frances H. Hamilton,[1] Harrisburg
G. N. C. Henschen,[1] Harrisburg
Bessie E. Kast,[1] Harrisburg
Edgar F. Keller,[1] Harrisburg
C. F. Martz,[1] Harrisburg
William B. Meikle,[1] Harrisburg
Zac. T. Meixel,[1] Harrisburg
M. Katherine McNiff,[1] Harrisburg
Mary C. Orth,[1] Harrisburg
Karl E. Richards,[1] Harrisbug
Mary E. Richardson,[1] Harrisburg
Maude Robertson,[1] Harrisburg
Edward G. Rose,[1] Harrisburg
Frank G. Roth,[1] Harrisburg
Anna M. Saul,[1] Harrisburg
Bertram W. Saul,[1] Harrisburg
J. A. Smyser,[1] Harrisburg
Ruth Stuart,[1] Harrisburg
Annabel Swartz,[1] Harrisburg
E. Grace Tatual,[1] Harrisburg
Katherine Zeiders,[1] Harrisburg
Chas. B. Fager,[8] Harrisburg
Percy L. Grubb,[1] Harrisburg
James I. Hamaker,[1] Harrisburg
George W. Hamilton,[1] Harrisburg
K. G. Hammelbaugh,[1] Harrisburg
Russel C. Hertzler,[1] Harrisburg
George W. Hill, Jr.,[1] Harrisburg
George R. Hull,[1] Harrisburg
Harry U. Johns,[1] Harrisburg
Edward E. Knauss,[1] Harrisburg
A. M. Lindsay,[1] Harrisburg
William P. Loomis,[1] Harrisburg
J. C. Peet,[1] Harrisburg
William H. Pomp,[1] Harrisburg
Jesse F. Rees,[1] Harrisburg
Robert J. Saylor,[1] Harrisburg
Charles L. Sheaffer,[1] Harrisburg
Harry B. Shreiner,[1] Harrisbug
Wm. E. Strawinski,[1] Harrisburg
H. E. Todd,[1] Harrisburg
E. S. Wolf,[1] Harrisburg
Mildred H. Conkling,[1] Harrisburg
E. Blanche Paul,[1] Harrisburg
G. S. Machen,[8] Harrisburg
Helen Krall,[1] Harrisburg
Elizabeth S. Baker,[1] Harrisburg
Anna M. Swope,[1] Harrisburg
L. La Vene Grove,[1] Harrisburg
Anna M. Bender,[1] Harrisburg
Elda G. Stambaugh,[1] Harrisburg
Emily M. Brown,[1] Harrisburg
Minnie E. Kreider,[1] Harrisburg
Josephine Koser,[1] Harrisburg
Rhedna Mayers,[1] Harrisburg
Ruth K. Wells,[1] Harrisburg
Florence Overholser,[1] Harrisburg
Lois K. Booker,[1] Harrisburg
Myra F. Stutsman,[1] Harrisburg
Lillie I. Pentz,[1] Harrisburg
Annie E. Woof,[1] Harrisburg
Minerva S. Hepford,[1] Harrisburg
Margaret A. Burns,[1] Harrisburg
Ruth Bratton,[1] Harrisburg
Jane Dibler,[1] Harrisburg
Nathan E. Parmer,[1] Halifax, R. 1
Edward Sheetz,[1] Enders
Lester A. Enders,[1] Enders
Wm. K. Lemon, Jr.,[1] Paxton
William Minsker,[1] Dauphin
Jennie Kline,[1] Penbrook
Ralph W. Packer,[1] Penbrook
Ella L. Good,[1] Linglestown
Charlotte Zeigler,[1] Penbrook
J. W. McGarvey,[1] Penbrook
Mae Le Van,[1] Penbrook
O. E. Good,[8] Progress
Mabel L. Neckley,[1] Harrisburg
Helen Reynolds,[1] Harrisburg
Margaretta Dougherty,[1] Harrisburg
Martha Fox,[1] Harrisburg
Marian Williams,[1] Harrisburg
Howard R. Omwake,[1] Harrisburg
Sherman A. Allen,[1] Harrisburg
Arthur Brown,[1] Harrisburg
Sylvia Zerbe,[1] Harrisburg
Edna Mohler,[1] Harrisburg
Dorothy Campbell,[1] Middletown
Lyda C. Peters,[1] Middletown
Annie L. Gardner,[1] Steelton
Gertrude Rupp,[1] Steelton
Isabella Johnson,[1] Steelton
Blanche Clever,[1] Steelton
Henrietta Carl,[1] Steelton
L. Mabel Sands,[1] Steelton
G. W. Henry,[1] Steelton
N. A. Yeamy,[1] Steelton
Nora Crouse,[1] Steelton
May B. Osman,[1] Steelton
Tinnee A. Hess,[1] Steelton
Edith G. Steese,[1] Steelton
Viola Lichtenwalner,[1] Steelton
Mary H. Gartlan,[1] Steelton
Anna M. Sands,[1] Steelton
E. Allen Drawbaugh,[8] Steelton
Jennie K. Green,[1] Steelton
Honora M. Gaffney,[1] Steelton
Edith M. Lichtenwalner,[1] Steelton
C. E. Detweiler,[8] Steelton
Carrie V. Brown,[1] Steelton
Edith C. Shilly,[1] Steelton
Pearl H. Hill,[1] Steelton
B. Irene Downs,[1] Steelton
Elizabeth W. Branyan,[1] Steelton
Paul B. Faust,[8] Steelton
Margaret G. Daily,[1] Steelton
Sylvia R. Beidel,[1] Steelton
Margie I. Dunkle,[1] Steelton
C. F. Howard,[8] Steelton
Edna Garraty,[8] Steelton
Mary L. Dunkel,[1] Steelton
Lillie M. Nankwell,[1] Steelton
Alice A. Jumper,[1] Steelton
William M. Harclerode,[4] Steelton
Ida Yeager,[1] Halifax
Verlie Hgh,[1] Halfax
Miss E. Z. Price,[1] Hummelstown
H. R. Brubaker,[1] Halifax
Ella N. Shutt,[1] Elizabethville
Clarence H. Ulrich,[1] Hershey
Elizabeth W. Crouse,[8] Dauphin
Charles Rissinger,[1] Dauphin
Anna E. Eisenhauer,[1] Union Deposit
Myrtle Bachman,[1] Middletown
Mary Gardner,[1] Middletown
Stella M. Mumma,[1] Penbrook, 2
Orpha M. Newcomer,[1] Piketown
Catherine Alleman,[1] Middletown
Estella Lubold,[1] Elizabethville
J. Irwin Hoffman,[1] Halifax
W. R. Zimmerman,[1] Lykens
Florence Wehr,[1] Elizabethville
Viola Helm,[1] Steelton
L. B. Nye,[8] Steelton
Mary White,[1] Steelton
Ellen McGinnes,[1] Steelton
Roscoe Bowman,[1] Steelton
Lester Strohm,[1] Dauphin
C. M. Weigle,[4] Elizabethville
Melvin Sheetz,[1] Halifax
Arthur E. Zweiler,[1] Dauphin
Anna Fetterhoff,[1] Halifax
Carrie Bowman,[1] Powls Valley
Mabel Asper,[1] Harrisburg
Lester R. Lebo,[1] Halifax
Kathryn G. Hershey,[1] Middletown
Linnie V. Hess,[1] Steelton
Charles S. Davis,[8] Steelton
Irene M. Lingle,[1] Linglestown, R. 1
Susan Shuey,[1] Grantville
Elizabeth S. Sahm,[1] Harrisburg
J. E. Shambaugh,[4] Wiconisco
Bertha V. Haverstick,[1] Millersburg
Alma Alleman,[1] Millersburg
Adelaide Woodside,[1] Millersburg
Ruth C. Long,[1] Millersburg
Charles A. Miller,[1] Millersburg
J. E. Keefer,[1] Millersburg
J. F. Keefer,[1] Millersburg
J. I. Grubb,[1] Millersburg
Ruth E. Bair,[1] Millersburg
Martha E. Mark,[1] Millersburg
Ira M. Finton,[1] Millersburg
Minnie L. Ditty,[1] Millersburg
Katharine P. Smith,[1] Millersburg
S. Gertrude Chapin,[1] Millersburg
J. F. Adams,[4] Millersburg
Eda M. Caton,[1] Millersburg
D. A. Hamacher,[1] Harrisburg
S. C. Beitzell,[4] Halifax
I. F. Bogner,[1] Speeceville
E. Lillian Reiter,[1] Penbrook
Mary E. Coyle,[1] Harrisburg
Claire T. Naftsker,[4] Lykens

DELAWARE—189.

A. G. Criswell Smith,* Media
W. C. Joslyn,[8] Media
J. Linwood Eisenberg,* Chester
Geo. H. Wilson,* Wayne
W. A. Krieder,* Darby
J. Fred. Parsons,[8] Ridley Park

Emily E. Stamey,[1] Ridley Park
Martha W. Doyle,[1] Chester
Jacob Myers,[1] Chester
Alice Bertwell,[1] Chester
Grace F. Lee,[1] Chester
Homer J. Rennie,[1] Chester
Milliard Leslie Lowery,[1] Chester
Joseph G. E. Smedley,[3] Chester
Caroline Jackson,[1] Chester
Elizabeth T. Doherty,[1] Chester
Mary A. Hollingshead,[1] Chester
Byron J. Pickering,[1] Chester
Josephine T. Williams,[1] Chester
Laura E. Reaney,[1] Chester
Sarah E. Wilde,[1] Chester
Eva B. Walt,[1] Chester
Ella P. Smith,[1] Chester
Laura Hewitt,[1] Chester
Vida Smith,[4] Chester
Alice Edwards,[1] Chester
Mary L. Morrow,[1] Chester
Elizabeth R. Cullin,[1] Chester
Mrs. Annie R. Brooks,[1] Chester
Samuel C. Miller,[1] Chester
Sarah Howard,[1] Chester
Rebecca T. Oliver,[1] Chester
Clara B. Waite,[1] Chester
Agnes C. Call,[1] Chester
Ella W. Rennie,[1] Chester
Bertha F. Rowland,[1] Chester
Kate M. Hanley,[1] Chester
Bertha B. Deakyne,[1] Chester
George R. Clark,[1] Chester
G. Roy Hosler,[1] Chester
M. Edna McKain,[1] Chester
Nellie E. Mason,[1] Chester
Katherine V. Casey,[1] Chester
Sarah M. Benton,[1] Chester
Mabel E. Cross,[1] Chester
Marion W. Rightmyer,[1] Chester
Florence Williams,[1] Chester
Parthenia L. Harper,[1] Chester
Ida R. Mills,[1] Chester
Margaret C. Stetser,[1] Chester
Sallie K. Blakeley,[3] Chester
Hattie A. Connor,[1] Chester
Caroline E. Bell,[1] Chester
Annie E. Dwyer,[3] Chester
Geo. W. Pedlow,[1] Chester
Margaret B. James,[1] Chester
Katherine M. Fenton,[1] Chester
Katherine M. McCabe,[1] Chester
Mary S. Blakely,[1] Chester
Mary A. B. Murdie,[1] Chester
Adele D. Cochran,[1] Chester
Anna T. Hughes,[1] Chester
A. Isabella Rodgers,[1] Chester
Mary McClintock,[1] Chester
Mary L. Massey,[3] Chester
Mary E. Burke,[1] Chester
J. Anna Wilson,[1] Chester
Jennie F. Roberts,[1] Chester
Catherine E. Lenny,[1] Chester
Charlotte Long,[3] Chester
Harriet Orr,[1] Chester
Rachael A. Bigger,[1] Chester
Gertrude E. McGinley,[1] Chester
Alice G. Corson,[1] Chester
Emma W. Hiorth,[1] Chester
Elsie M. Durborrow,[1] Chester
Clarence A. Brown,[3] Chester
Mrs. Lulu M. Miller,[1] Chester
Mary G. Nolan,[1] Chester
William F. Drehs,[1] Chester
Helen G. Paiste,[1] Chester
Ada M. Pilling,[1] Chester
Emily L. Clark,[1] Chester
Harriet S. Howard,[1] Chester
Blanche S. Weaver,[1] Media
M. E. Willis,[1] Newton Square, R. 3
Christine Morley,[3] Aldan
Anna B. Lilly,[1] Lansdowne
Etta Fries,[3] Aldan
Susanna Bruton,[3] Sharon Hill
Prof. O. E. Batt,[3] Moore
Elizabeth R. McClay,[1] Chester
Anna Braden,[1] Media
Hannah Castle,[1] Upland
Lulu MacCartney,[4] Chester
Elizabeth Clayton,[1] Media
Gertrude Green,[1] Media
Nana Wardman,[1] Media
Cora Ellicott,[1] Media
Marjorie E. White,[1] Chester
Mary Williamson,[1] Media
Anna Edwards,[1] Media
Augusta Edwards,[1] Chester
Mary Gallery,[1] Media
M. Lillian Ross,[1] Upland
Bertha B. Hepworth,[1] Upland
Evelina D. Caldwell,[1] Brookhaven
Annie S. Greenwood,[1] Ridley Park
Minnie L. Speckler,[4] Llanerck
S. Elizabeth Kirk,[3] Clifton Heights
Elizabeth D. Turner,[2] Lansdowne
Annie Anderson,[1] Crum Lynne
Walter Dennison,[1] Swarthmore
Elizabeth Reber,[4] Swarthmore
J. Lynn Barnard,[1] Lansdowne
Loretta L. Hoover,[3] Wayne
Margaret G. Shaw,[1] Wayne
H. Lucile Sutton,[1] Wayne
Cora Esther Moore,[1] Wayne
Alice J. Canizares,[1] Wayne
Irene Daisley,[1] Wayne
Edith L. Babb,[1] Wayne
Evalina H. Darlington, Wayne
Helen A. Morris,[1] Wayne
Jennie E. Harrison,[1] Wayne
Margaret Hart,[1] Wayne
Mary H. Brooke,[1] Wayne
Edna L. Adams,[1] Wayne
Mary E. Murtaugh,[1] Wayne
Mary E. Reiger,[1] Wayne
Mellie Dietrich,[1] Wayne
H. Ruth Kocher,[1] Wayne
Vera P. Speck,[1] Wayne
A. C. Norstedt,[3] Wayne
Florence E. Brinton,[1] Wayne
Florence W. Thompson,[4] Wayne
Florence E. Walters,[1] Wayne
Elizabeth Smedley,[1] Wayne
Elizabeth Baird,[1] Wayne
Ann W. Pechin,[1] Wayne
Elsie Cummins,[1] Wayne
Mary W. Wheeler,[4] Wayne
Anna A. Latimer,[1] Wayne
Florence J. Cobb,[1] Wayne
Amos Chamberlain,[1] Wayne
Narrie W. Thornbury,[1] Wayne
Ellen M. Sweeney,[1] Wayne
Ida M. Smith,[1] Wayne
Mrs. Clara M. Smith,[1] Darby
John S. McCurdy,[1] Darby
Miss M. A. Dutton,[1] Darby
Pearl M. McCoy,[1] Darby
Mrs. Ellen C. Friel,[1] Darby
Janet C. Tait,[1] Darby
Catherine Parsels,[1] Darby
Elizabeth Ayres,[1] Darby
Sue Edna Andrews,[1] Darby
Jane I. Jump,[1] Darby
Ruth A. Bowers,[1] Darby
Ellen S. Bonstein,[3] Darby
Elizabeth A. Hemphill,[3] Darby
Mabel T. Cooper,[1] Darby
Beatrice E. Minnick,[1] Darby
Louise P. Stevenson,[1] Darby
Elizabeth M. Eastwood,[1] Darby
Irene Grace,[1] Darby
Mary Hallas,[1] Darby
Anna W. McCoy,[1] Darby
Maguerite C. Dougherty,[1] Darby
Clara E. Wack,[1] Darby
Flora Witherow,[1] Moores
Lydia Griswold,[3] Norwood
C. Valeria Valentine,[1] Norwood
Margaret E. Hynson,[3] Norwood
Bessie Kelly,[3] Glen Riddle
Miss J. A. Carroll,[4] Boothwyn
Mary Dougherty,[1] Crum Lynne
Anna Sayres Larkin,[1] Swarthmore
Margaret R. Stanton,[1] Boothwyn
Sallie Castle,[1] Upland
Nellie E. Pretty,[3] Upland
Ella Rodeback,[1] Upland
Calvina Riddle,[1] Media
S. Ella Stern,[3] Collingdale
Margaret B. Harris,[1] Collingdale
Jessie M. Hann,[1] Ridley Park
H. Daisy Smith,[1] Boothwyn
Zita Mallose,[1] Lansdowne
Louise Howell,[1] Ridley Park

ELK—4

J. W. Sweeny,* St. Marys
W. M. Pierce,[4] Ridgway
Ross A. Snyder,[3] Wilcox
Geo. W. Mitchell,[4] Johnsonburg

ERIE—140.

I. T. Russell,* North East
I. B. Bush,* Erie
C. L. Wilson,* Corry
Olive H. Church,[1] Erie
Arvilla Sackett,[1] Corry
E. L. Monroe,[3] Corry
Erie Teachers' Association, Erie
E. R. Gehr,[4] Waterford
O. W. Hedges,[1] Erie
Frank E. Baker,[6] Edinboro
Hermon Sackett,[6] Edinboro
David Stancliff,[6] Edinboro
Mary Elizabeth Powell,[6] Edinboro
Wallace J. Snyder,[6] Edinboro
Chas. B. Cross,[3] Harbor Creek
John C. Prindle,[3] Albion
Ned. H. Dearborn,[3] W. Springfield
Carrie Mershon,[3] E. Springfield
Joanna Connell,[3] Erie
H. H. Dennison,[3] Edinboro
Dorothy Peer,[1] Erie
Annie Hamilton,[1] Erie
Ada M. Love,[3] Erie
Ray C. Diver,[3] Erie
Nellie Reinhold,[1] Erie
Margaret White,[1] Erie
Mary Considine,[1] Erie
Mabel Knoll,[1] Erie
Daisy Boyd,[1] Erie
Lillie Schabacker,[1] Erie
Maria Farley,[3] Erie
Anna Walsh,[1] Erie
Margaret Nash,[1] Erie
Anna Carrig,[1] Erie
Mary Seawright,[1] Erie
Flora Wallhauser,[1] Erie
Clara Wilkins,[1] Erie
Anna Moerschfelder,[1] Erie
Margaret MacDonald,[1] Erie
Elizabeth Pfeiffer,[1] Erie
Sue B. Torrey,[3] Erie
Inez Farrell,[1] Erie
Mabel Mulvogue,[1] Erie
Gertrude Stiles,[1] Erie
Amy Barnett,[3] Erie
Mary Wagner,[1] Erie
Daisy Ferrell,[1] Erie
Bertha Winter,[1] Erie
Anna Welsh,[1] Erie
Nettie Stiles,[1] Erie
Selma Schurz,[1] Erie
Nellie Hay,[1] Erie
Margaret E. Caskey,[3] Erie
Minnie McCarthy,[1] Erie
Lou Hancock,[1] Erie
Ethel Moore,[1] Erie
Beatrice Farrell,[1] Erie
Hattie Sapper,[1] Erie
Vera Van Natta,[1] Erie
Anna Crowley,[1] Erie
Hilda Meyer,[1] Erie
Adelaide Bachman,[1] Erie
Josephine Bachman,[1] Erie
Marie Vanderslice,[1] Erie
Mary Cullinan,[1] Erie
Nora I. McCarthy,[3] Erie
C. L. Arnold,[1] Erie
G. Pearl Badger,[1] Erie
Johanna McCarthy,[3] Erie
Celestia J. Hershey,[3] Erie
May McCarty,[1] Erie
Nora O'Conner,[1] Erie
Mary O'Dea,[3] Erie
Marion Johnson,[1] Erie
Minnie Habercom,[1] Erie
Alice Burger,[1] Erie
Amanda Strick,[1] Erie
Emma E. Crook,[1] Erie
Annie M. King,[1] Erie
Minnie Willis,[1] Erie
Clara Johannsen,[3] Erie
Chas. N. Fiero,[1] Erie
Jennie Buelens,[1] Erie
Mary Noble,[1] Erie
Helen Kane,[1] Erie
Mary Peer,[1] Erie
Mrs. Elizabeth Slocum,[1] Erie
Dolons Pherrin,[1] Erie
Minetta Kupennan,[1] Erie
Bernadette Leamy,[1] Erie
Laura Stevens,[1] Erie
Edith Gorenflo,[1] Erie
Mary Coleman,[1] Erie
Ernestine Mack,[1] Erie
Nellie Dunn,[1] Erie
Mabel Austin,[1] Erie
Agnes Meehan,[1] Erie
Emma Gorenflo,[1] Erie
Wilhelmina Miller,[1] Erie
Nellie Flanagan,[3] Erie
Edna Fry,[1] Erie
Emma L. Miller,[3] Erie
Ethel Thompson,[1] Erie

Zoe Hunt,[3] Erie
Bitha Kuppler,[1] Erie
Louise Paach,[1] Erie
Laura Cramp,[1] Erie
Jessie Brindle,[1] Erie
Florence Heidt,[1] Erie
Jeannette Sopp,[1] Erie
Mary Flury,[1] Erie
Louise Leech,[1] Erie
Annette Halburd,[1] Erie
Anna Robinson,[1] Erie
Martha E. Gamble,[2] Erie
John C. Diehl,[3] Erie
W. E. Dimorier,[1] Erie
Edith E. Hirt,[1] Erie
M. A. McVeigh,[1] Erie
Mabel J. Moorehead,[1] Erie
Edgar S. Morris,[1] Erie
Martha B. Mong,[1] Erie
M. Frances Pinney,[1] Erie
Hattie Schabacker,[1] Erie
R. R. Stuart,[1] Erie
Susan A. Tanner,[1] Erie
Mary F. Supplee,[1] Erie
Cora A. Smith,[1] Erie
Ruth I. Taylor,[1] Erie
Carter W. Trow,[1] Erie
Jennie Sullivan,[1] Erie
Harriet Burgess,[1] Erie
Florence Gourley,[1] Erie
Lavina Creys,[1] Erie
Margaret Peer,[1] Erie
Mary McMahon,[1] Erie
Dora Bull,[1] Erie
Laura Paasch,[1] Erie
Jeannette Torrey,[1] Erie
Inez Torrey,[1] Erie

FAYETTE—214.

John S. Carroll,* Uniontown
F. W. Wright,* Uniontown
C. N. McCune,[3] Uniontown
J. M. McKnight,[3] Uniontown
Mary E. Swearingen,[1] Uniontown
Lida Barus,[1] Uniontown
Harriet Barus,[1] Uniontown
Thos. H. Jones,[1] Uniontown
Mary Thompson,[1] Uniontown
Wm. Bryson,[1] Uniontown
Dewitt H. Conway,[1] Uniontown
Effie Cooper,[1] Uniontown
Lottie Reynolds,[1] Uniontown
Loyola Hague,* Uniontown
Jennie Ache,[1] Uniontown
Etta Rodham,[1] Uniontown
Edna Williams,[1] Uniontown
Alice Jeffries,[1] Uniontown
Mary Keenan,[1] Uniontown
Mrs. Olive Davidson,[1] Uniontown
Laura Silbaugh,[1] Uniontown
W. H. Hutson,[3] Uniontown
J. Alice Horner,[1] Uniontown
H. L. Van Swearingen,[1] Uniontown
Margaret Dickson,[1] Uniontown
P. H. Rinehart,[1] Uniontown
A. J. Dann,[1] Uniontown
D. B. Andes,[1] Uniontown
Chas. W. Baer,[1] Uniontown
Ella Peach,[4] Uniontown
Louise Hench,[1] Connelsville
John N. Hibbs,[7] Smock, R. 25
Rev. Geo. S. Hackett,[7] Fayette City
A. Montgomery,* McClellandtown
J. W. David,[3] Smithfield
Jessie Ryan,[1] Smithfield
W. E. Miller,[4] Mount Pleasant
Cyrus Gary,[1] Connellsville, R. 35
Edwin Dick,[1] Connellsville, R. 35
Mary F. Honstow,[1] Pennsville
Myrtle Layman,[1] Connellsville, R.36
R. A. Nadrow,[1] Mt. Pleasant
M. Glassburn,[1] Scottdale Star Route
W. Glassburn,[1] Scottdale Star Route
Anna Woods,[1] Connellsville, R. 35
Lulu Longanecker,[1] Pennsville
Maude Lyons,[1] Mt. Pleasant
Geo. W. Keefer,[1] White
Helen Marshall,[1] Perryopolis
Miss O. Stoner,[1] Perryopolis
Smith R. Shoaf,[1] Smithfield
Cora Fitzgerald,[3] Masontown
Margaret Phillips,[1] Smock
Sudie B. Smith,[3] Dunbar
Hazel Phillips,[1] New Salem, R. 19
Edith Bollinger,[1] S. Brownsville
Florence Kimball,[1] Connellsville
Helen Carroll,[1] Connellsville
Elsie Weihe,[1] Connellsville
Lenora Craft,[1] Uniontown
Olivia Rhodes,[1] Belle Vernon
Edward Hamer,[4] Fayette City
Bertha Evans,[1] Fayette City
Ella Ridgway,[1] Allenport
I. Hindermarsh,[1] Fayette City
Bess Shape,[1] Fayette City
Gladys Renstrom,[1] Fayette City
Esther Dreyer,[1] Fayette City
Leah Snead,[1] Fayette City
K. Armstrong,[1] Fayette City
Marie Steen,[1] Belle Vernon
Myra Craig Simpson,[2] Belle Vernon
Kathryn Metz,[1] Belle Vernon
Lina E. Grove,[1] Belle Vernon
Nora Graham,[1] Belle Vernon
Jessie Dunlevy,[1] Dunlevy
Bertha Lenhart,[1] Belle Vernon
Laura Springer,[1] Belle Vernon
Grace Miles,[1] Belle Vernon
Roy E. Jensen,[3] Belle Vernon
J. A. Wilhelm,[3] Smithfield, R. 6
Ruth Given,[1] Smithfield, R. 7
Mont. Martin,[1] Uniontown
Hersy Deal,[1] Uniontown, R. 3
F. J. Eberhart,[1] New Geneva
F. J. King,[3] Smithfield
Maud Tarr,[1] Helen
Ruth Tarr,[1] Waltersburg
Grethel Frost,[1] Uniontown, R. D.
Jessie Riley,[1] Dunbar, R. D. 32
Clyde Wyant,[1] Uniontown, G. D.
J. A. Holland,[1] Uniontown, R. 3
Frank Hamilton,[1] Uniontown, R. 4
D. E. Sillbaugh,[1] Upper Middletown
Louisa Roberts,[1] New Salem, R. 19
Mary Montague,[1] Uniontown, R. 4
Harriet Brock,[1] Smock
Blanche Steele,[1] Helen
S. P. Ashe,* Connellsville
B. B. Smith,[3] Connellsville
F. R. Yoder,[3] Connellsville
Agnes O'Donovan,[1] Connellsville
Julia D. Liston,[1] Connellsville
Eva Wilson,[1] Connellsville
F. W. Black,[3] Connellsville
R. K. Smith,* Dawson
Florence Everhart,[1] Connellsville
Brice Colbert,[3] Dickerson Run
Campbell Yothera,[3] Scottdale
Marguerite Cochran,[1] Dunbar
J. M. Glass,[2] Dawson
Agnes Smith,[1] Connellsville
Bess Hair,[1] Dickerson Run
H. A. Coughenour,[1] Uniontown
Fannie Patterson,[1] Vanderbilt
Cecelia Curtin,[1] Dunbar, R. F. D.
Mayme Donovan,[1] Leisenring
Anna Boyle,[1] Leisenring
Mary Moser,[1] Uniontown, R. D.
Sara Rubin,[3] Connellsville
Mary Keen,[2] Connellsville
Mabel Baker,[3] Connellsville
Ed. Crowe,[3] Dunbar
Emma Mentzer,[1] Connellsville
Jacobena Hunker,[1] Adelaide
Loretta Laffy,[1] Connellsville
J. C. Grossman,[1] Connellsville
Margaret Harrigan,[1] Connellsville
Sarah Preece,[1] Dunbar
Lola Diffenbaugh,[1] Smithfield
Samuel G. Moser,[1] Smithfield, R. 9
Mary S. Fast,[1] New Geneva
Ruth H. Shoaf,[1] Smithfield, R. 9
Valeria Hoop,[1] New Salem
Charles W. Wientge,[3] New Salem
Nora D. Johnson,[1] New Salem
Jane Thomas,[1] New Salem
Rosalie Smeal,[1] New Salem
Anna Frank,[1] New Salem
Edgar Sturgis,[1] Smithfield
H. C. Dills,[4] Smithfield
John W. Williard,[3] Masontown
H. V. Snyder,[3] Perryopolis
W. H. Martin,[4] Perryopolis
Chas. H. Neale,[2] S. Brownsville
Clara Howarth,[1] Brownsville
D. D. Watkins,[3] S. Brownsville
Wilfred Martin,[2] Uniontown
A. E. Wright,[3] Uniontown
Lila Stillman,[2] Uniontown
Mary Wright,[2] Uniontown
F. H. Means,[4] Percy
James S. Zebley,[1] Percy
Fuller H. Woods,[3] Mt. Braddock
Asa L. Martin,[1] Uniontown
J. M. Keefer[3] Connellsville
Omar Silbaugh,[3] Uniontown
Fred Devan,[3] Hopwood
Arley E. Walls,[3] Uniontown
Austin Umbel,[1] Uniontown
G. W. Gandee,[1] Uniontown, R. 1
C. E. Van Sickle,[3] Lemont Furnace
Ernest Van Sant,[3] Connellsville
Ida Dinsmore,[1] Mt. Braddock
Della Cole,[1] Percy
Margaret McKelvie,[2] Uniontown
Alma Provance,[3] Hopwood
Julia D. Porter,[1] Hopwood
Margaret Laffey,[1] Connellsville
E. R. O'Neil,[3] Uniontown
H. L. Bowser,[3] Uniontown
Geo. Scott,[1] Lemont Furnace
Iona Walters,[1] Smithfield, R. 7
Kathryn Sutton,[1] Smithfield, R. 6
Pauline Reese,[1] Smithfield, R. 6
F. B. Whoolery,[3] Smithfield
Mary Britt,[1] Smithfield
Grace Collier,[3] Smithfield, R. 7
Florence Dils,[1] Smithfield, R. 8
Jacob Sutton,[1] Smithfield, R. 6
Frank Reckard,[1] Uniontown, R. 2
Percy Swaney,[3] Oliphant Furnace
Benjamin Swaney,[1] Smithfield, R. 6
J. Deffenbaugh,[1] Uniontown, R. 3
Harry Brownfield,[1] Uniontown, R. 2
Clarence Davis,[1] Newcomer
K. Wilson,[1] Smithfield, R. 6
Frances Kiger,[1] Smithfield, R. 6
Rose Willey,[1] Oliphant Furnace
J. Swaney,[1] Smithfield, R. 6
Minnie George,[1] Smithfield, R. 6
Thomas Shanaberger,[3] Fairchance
J. M. Rhodes,[3] New Comer
L. L. Moser,[4] Smithfield, R. 6
Ira H. Hess,* Brownsville, R. 20
M. F. Franks,[1] Uniontown
Edna Horner,[1] Uniontown
L. F. Romesburg,[1] Uniontown
I. H. Wilson,[1] McClellandtown
Paul E. Gates,[1] Fairchance
Olive Thomas,[1] Uniontown
Vashti McDaniel,[1] Uniontown
Mabel King,[1] Uniontown
Bessie Rinehart,[1] Uniontown
Clara Darby,[1] Uniontown
Jessie Shaffer,[1] Uniontown
Millie Neill,[1] Uniontown
Frances Williams,[1] Smithfield
Mary Christee,[1] Uniontown
Rena McClelland,[1] Uniontown
Alice White,[1] Uniontown
Ethel Smith,[1] Uniontown
Margret Burrell,[1] Uniontown
Russell Smiley,[1] Uniontown

FOREST—18.

J. O. Carson,* Tionesta
W. N. Strawbridge,[3] Marienville
Clara E. Davis,[3] Marienville
M. J. Black,[3] Marienville
Pearl Feasler,[1] Marienville
Parker Flick,[1] Marienville
Edith Austin,[1] Marienville
Mabel Baughman,[1] Marienville
Bess Songer,[1] Marienville
Clara D. Smet,[1] Marienville
June Fitzgerald,[1] Marienville
Alice N. Siggins,[3] West Hickory
L. P. White,[3] Tionesta
Ruth Dimond,[3] Tionesta
Pearl Elliot,[1] Tionesta
Evelyn Grove,[1] Tionesta
Florence Hilton,[1] Tionesta
Sarah Carson,[1] Tionesta

FRANKLIN—85.

L. E. Smith,* Chambersburg
J. H. Reber,* Waynesboro
J. C. McCullough,[3] Waynesboro
H. D. Emmert,[2] Waynesboro
Ida M. Negley,[2] Waynesboro
Theo. H. Myers,[3] Waynesboro
Mrs. Mary Disert,[1] Waynesboro
Flo. M. Richardson,[1] Waynesboro
Pearl V. Light,[1] Mercersburg
Rose E. Rhone,[1] Waynesboro
Floyd H. Snider,[1] Waynesboro
Ross E. Benehoff,[1] Waynesboro
C. Anna Wallace,[1] Waynesboro
Alpheus V. Becker,[3] Waynesboro
Emory T. Bitner,[1] Waynesboro
Josephine Flemming,[1] Chambersburg
Estella Feeter,[3] Chambersburg
Louisa Kauffman,[1] Chambersburg
Ella R. Bessor,[1] Chambersburg

Fannie Shatzley,[1] Chambersburg
Lillian Atherton,[1] Chambersburg
Mae E. Miller,[1] Chambersburg
S. K. Krickbaum,[3] Chambersburg
L. Kate Sheets,[1] Chambersburg
Nora Stratton,[1] Chambersburg
Zoe M. Kittinger,[3] Chambersburg
Helen Sellers,[1] Chambersburg
Irene S. Barbour,[1] Chambersburg
Mary Shafer,[1] Chambersburg
Sara B. Cameron,[3] Chambersburg
Rebecca Ruby,[1] Chambersburg
Anna Shyrock,[1] Chambersburg
A. Bertha Schaff,[3] Chambersburg
Bess C. Miller,[1] Chambersburg
Mary B. Firbes,[1] Chambersburg
Olive Wingerd,[1] Chambersburg
Grace Kyle,[1] Chambersburg
J. H. Shank,[3] Chambersburg
Rebecca Seibert,[1] Chambersburg
Margaret Snyder,[1] Chambersburg
Blanche Woodall,[1] Chambersburg
Jno. F. Leininger,[1] Chambersburg
Albert C. Shuck,[3] Chambersburg
Mary M. Seiders,[1] Chambersburg
F. M. Hockenberry,[3] Chambersburg
Edith V. Smith,[1] Chambersburg
Herbert K. Rhoads,[1] Chambersburg
Rilla B. Huber,[1] Chambersburg
Margaret Rossman,[1] Chambersburg
H. J. Shuman,[1] Chambersburg
Margaret Barry,[1] Chambersburg
Ida B. Worley,[1] Chambersburg
Eliza Eyster,[1] Chambersburg
Kate C. Eyster,[1] Chambersburg
Cora McKeehan,[1] Chambersburg
Florence McCoy,[1] Chambersburg
W. C. Bishop,[1] Chambersburg
Nelle G. Baer,[4] Chambersburg
Pauline Ruthrauff,[1] Chambersburg
Bell Gillan,[1] Chambersburg
A. B. Hess,* Chambersburg
H. L. Tomkin,[1] Waynesboro
J. L. Finabrock,[3] Mercersburg
Grace Stull,[1] Waynesboro
Ella Grove,[1] Waynesboro
Maude Perletter,[1] Waynesboro
Etta Williams,[1] Markes
E. Guy Greenawalt,[1] Lemasters
Sadie M. Parker,[2] Mercersburg
Prof. W. G. Briner,[3] Greencastle
Mary S. Beck,[1] Greenvillage
A. C. Garland,[3] Lemasters
A. S. McDowell,[1] Waynesboro, R.D.
C. F. Gillan,[1] Saint Thomas
Carrie Dice,[1] Chambersburg
O. S. Swanger,[1] Roxbury
Mabel Alumbrell,[1] Lurgan
T. A. Greenawalt,[1] Lurgan
J. F. Swanger,[1] Roxbury
B. S. Whitmore,[1] Greencastle
Anna P. Lumley,[4] Waynesboro
Ira W. Shuck,[3] Waynesboro
B. F. Hartman,[3] Waynesboro
W. A. Culler,[3] Waynesboro
S. A. Friedly,[1] Waynesboro, R. 2

FULTON—3.

J. Emery Thomas,* McConnellsburg
Ray Hess,[1] Dublin Mills
Mary Kope,[1] Burnt Cabins

GREENE—217.

Harry D. Freeland,* Waynesburg
R. B. Patterson,[3] Carmichaels
Edna Makinson,[1] Greensboro
Mary Herrington,[1] Greensboro
Mary Cummins,[1] Waynesburg
Snowden Kiger,[1] Waynesburg
R. M. Archibald,[1] Waynesburg
G. E. Walbert,[2] Waynesburg
J. L. Meighan,[2] Waynesburg
H. Hundertmark,[2] Waynesburg
Elizabeth J. Renner,[2] Waynesburg
Jane Hook,[2] Waynesburg
Sudie Dinsmore,[2] Waynesburg
William D. Harkins,[1] Waynesburg
C. W. Earnest,[1] Waynesburg
Minnie Rinehart,[1] Waynesburg
Mayme Houston,[1] Waynesburg
Olga Hundertmark,[1] Waynesburg
Helen M. Day,[1] Waynesburg
Love Rinehart,[1] Waynesburg
Belle Ullom,[1] Waynesburg
H. Blanche Myers,[1] Waynesburg
Grace Morris,[1] Waynesburg
Melissa Patterson,[1] Waynesburg
Jurdie E. McKee,[1] Waynesburg
Ethel Smith,[1] Waynesburg
Ina M. Dulaney,[1] Waynesburg
Emma Hill,[1] Waynesburg
Mrs. H. M. Denny,[1] Waynesburg
Geraldine Pauley,[1] Waynesburg
Anne Closser,[1] Waynesburg
J. W. Hoffman,[1] Waynesburg
Edwin Chapman,[1] Waynesburg
Hiram L. Bane,[1] Waynesburg
Lucille Faddis,[2] Waynesburg
J. E. McNay,[2] Waynesburg
Elizabeth Bryan,[1] Waynesburg
Josie Bane,[1] Waynesburg
A. H. Grimes,[1] Waynesburg
Goldie Cary,[1] Waynesburg
Arthur King,[2] Waynesburg
J. B. Fulton,[1] Waynesburg
Arthur Roberts,[1] Waynesburg
A. J. Waychoff,[1] Waynesburg
Ross Minor,[1] Waynesburg
Hazel Orndoff,[1] Waynesburg
Olive Barnes,[1] Waynesburg
T. D. Simmons,[1] Waynesburg
Albert King,[1] Waynesburg
Elizabeth Orndoff,[1] Waynesburg
Emma Hunnell,[1] Waynesburg
Vivian Bacon,[1] Waynesburg
Oscie Shultz,[1] Waynesburg
Frances Teagarden,[1] Waynesburg
Harold Inghram,[1] Waynesburg
Helen Cooke,[1] Waynesburg
James Meighen,[1] Waynesburg
Freeman Smith,[1] Waynesburg
Donald Jacobs,[1] Waynesburg
Laura Lapping,[1] Waynesburg
Lena Frye,[1] Waynesburg
Mary Hook,[1] Waynesburg
Jane Pester,[1] Waynesburg
Margaret Boyles,[1] Waynesburg
J. L. Roberts,[1] Waynesburg
Ethel Getrost,[1] Waynesburg
Roscoe C. Mitchell,[2] Aleppo
Minnie Phillips,[2] Aleppo
Etta Myles,[1] Aleppo
Joseph Swihart,[1] McCracken
William Milliken,[1] Holbrook
Minnie F. Clutter,[2] Carmichaels
Benjamin Crago,[2] Carmichaels
E. T. Mundell,[1] Ceylon
Mary Longanecker,[1] Paisley
O. C. Mundell,[1] Carmichaels
John H. Cunningham,[1] Ceylon
Lida Warne,[1] Carmichaels
John D. Kerr,[1] Rices Landing
Mozelle Bayard,[1] Jefferson
Goldie Stewart,[1] Ceylon
Ethel Tustin,[1] Carmichaels
John A. Areford,[1] Carmichaels
John A. Shape,[1] Rices Landing
Hazel Zimmers,[1] Khedive
Mary A. Crago,[1] Carmichaels
Flossie Headlee,[1] Brock
Della Phillips,[2] Pine Bank
Mary Cosgray,[1] Spraggs
Jaunita Brock,[1] Brock
Glenn Moore,[1] Brave
Hazel Bradford,[1] Kirby
Rose Everly,[1] Kirby
Lizzie Bowers,[1] Kirby
Mollie Kiger,[1] Kirby
H. E. McNeely,[1] Kirby
Charles Smith,[1] Kirby
Frank Houston,[1] Carmichaels
Anna Pennington,[1] Carmichaels
Elizabeth Kelly,[1] Carmichaels
Walter Huggins,[1] Clarksville
Mary Gayman,[1] Clarksville
Edith Iams,[1] Harveys
Bessie Barnett,[1] Harveys
J. H. Herrod,[1] Greensboro
Asia Donham,[1] Greensboro
Walter Neel,[1] Jefferson
Thora Myers,[1] Jefferson
Geo. M. Harris,[2] Mt. Morris
Ella Headlee,[1] Mt. Morris
Geo. C. Baer,[1] Mt. Morris
Mary Arrison,[1] Mt. Morris
Kent Kelly,[1] Rices Landing
Ada South,[1] Rices Landing
Madge B. Ross,[1] Rices Landing
Mary McClellan,[1] Rices Landing
Dora Lemon,[1] Sand Rock
Oscar Lantz,[1] Sand Rock
Elizabeth Clovis,[1] Jollytown
Charles Taylor,[1] Jollytown
T. F. Roberts,[1] Pine Bank
T. F. Patterson,[1] Fordyce
Miller Knotts,[1] Mt. Morris
Galia Minor,[1] Carmichaels
Alma Grimes,[1] Woodruff
Benton Hampson,[1] Harveys
D. W. Hampson,[1] Harveys
D. H. Roberts,[1] Woodruff
Mae Lemmon,[1] New Freeport
Leslie Hughes,[1] Woodruff
Georgia Bayard,[1] Harveys
J. E. Fordyce,[1] Pine Bank
Harry V. Lucas,[2] Jefferson
Stella Stockdale,[1] Jefferson
Charlotte Rogers,[1] Jefferson
William H. Sprowls,[1] Clarksville
John Thistlewaite,[1] Clarksville
Judson Longanecker,[1] Khedive
Warren H. Roberts,[1] Whitely
Ruth Bailey,[1] Khedive
Edna Thompson,[1] Rices Landing
Bessie Donham,[1] Greensboro
Lester M. Watson,[1] Mapletown
Edna Minor,[1] Mapletown
Hazel Minor,[1] Mapletown
Elsie Nyswaner,[1] Clarksville
Cecelia Wallace,[1] Jefferson
Frank Huffman,[1] Clarksville
O E. Rose,[1] Clarksville
Erma Tennant,[2] Spraggs
Walter Church,[1] Rogersville
George Marshall,[1] Time
Bernice Rush,[1] Time
Gail Miller,[1] Deer Lick
Emma Goodrich,[1] Sycamore
Mary E. Shoup,[1] West Union
Jesse Wise,[1] Time
Lena Simpson,[1] Deer Lick
Kittie Carrel,[1] Ninevah
Myrtle Cassady,[1] Mt. Morris
Anna Bradford,[1] Kirby
Spencer Vance,[1] Mt. Morris
David Dulaney,[1] Mt. Morris
Russell Headlee,[1] Brock
Bertha Headlee,[1] Mt. Morris
Harry Lemley,[1] Mt. Morris
W. C. Lemley,[1] Mt. Morris
Eli Russell,[1] Mt. Morris
Hannah Coss,[1] Mt. Morris
Charles A. Miller,[2] Wind Ridge
Jessie L. Garman,[2] Wind Ridge
M. E. Snyder,[2] Wind Ridge
Lissa Parry,[1] Bristoria
Ganelle Moniger,[1] Wind Ridge
Bert Scott,[1] Harveys
Emma McCann,[1] McCracken
Amanda Patterson,[1] Harveys
John Phillips,[1] New Freeport
Thos. Anderson,[1] New Freeport
James Watson,[1] New Freeport
E. A. Fordyce,[1] Ned
Nettie Wright,[1] Deep Valley
Leo McNicolas,[1] Ned
J. W. McNicolas,[1] Ned
William S. Ealy,[1] Sycamore
Gail Wood,[1] Holbrook
Eli Cole,[1] Pine Bank
D. O. Phillips,[1] Pine Bank
W. E. Kern,[1] Brave
Arthur Main,[1] Pine Bank
O. R. Kiger,[1] Pine Bank
Bertha Herrington,[1] Brave
Mary Hathaway,[1] Carmichaels
Grover C. Watson,[1] Dunkard
Nellie G. Bradford,[1] Kirby
Guy Everly,[1] Dunkard
James La Poe,[1] Dilliner
Minter E. Baell,[1] Davistown
Norton Titus,[1] Dunkard
J. E. Williamson,[2] Rogersville
Charles M. Smith,[1] Pine Bank
Effie Funk,[1] Rogersville
Charles Orndoff,[1] Holbrook
Hart Church,[1] Rogersville
Myrtle Garner,[1] Woodruff
Minnie Cook,[1] Deer Lick
Bernzelle Scott,[1] Harveys
Verta Grimes,[1] Holbrook
Owen Stockdale,[1] Rogersville
Myrtle Anderson,[1] Rogersville
T. M. Longstreth,[1] Rogersville
Essie Orndoff,[1] Rogersville
Leslie Carpenter,[1] Harveys
Nellie Bailey,[1] Carmichaels
J. J. Mundell,[1] Jefferson
Osie Cowell,[1] Mapletown
Lila McCann,[1] McCracken

HUNTINGDON—152.

L. E. Boyer,* Huntingdon
Hon. J. G. Dell, Huntingdon

W. W. Rife,* Huntingdon
Florence Clippinger,[1] Huntingdon
Elma Free,[1] Huntingdon
Dorothy Wagner,[1] Huntingdon
G. Letterman,[1] Huntingdon
Mildred Snyder,[1] Huntingdon
Meretta Forbes,[1] Huntingdon
E. H. Burd,[3] Huntingdon
Margaret Evans,[1] Huntingdon
Margaret Coder,[1] Huntingdon
Emily Chisolm,[1] Huntingdon
D. H. Dell,[1] Mapleton Depot
Reba Wagner,[1] Mount Union
Maud H. Gifford,[1] Mount Union
Elbey Monihen,[1] Mapleton Depot
Joephine Gibboney,[1] Huntingdon
Clair E. Gutshall,[1] Hutingdon
E. O. Morrison,[3] Orbisonia
James Brumbaugh,[1] Grafton
Florence McClain,[1] Colfax
Della Brumbaugh,[1] Grafton
N. W. Rankin,[3] Petersburg
Earl Hammond,[1] Petersburg
B. F. McMahon,[1] Charteroak
Maud Goss,[1] Manor Hill
Marie Waite,[1] Birmingham
Emma Wilson,[1] Three Springs
John H. Keith,[1] Broadtop City
Mrs. A. L. Evans,[1] Broadtop City
R. L. Diggins,[1] Broadtop City
Pearl Hamilton,[1] Dudley
Homer Heck,[1] Mapleton Depot
Mabel Peterson,[1] Franklinville
Gertrude Graham,[1] Dudley
Ada Crouse,[1] Dudley
Mae Dick,[1] Dudley
Gertrude Henry,[1] Graysville
Luella Archey,[1] Graysville
May Beers,[1] Three Springs
John H. McCall,[1] Huntingdon
Fred A. Speck,[1] Huntingdon
Wilmer Starr,[1] Orbisonia
Royer Gutshall,[1] Orbisonia
Pearl Corbin,[1] Cassville
Charles Bollinger,[1] Three Springs
Silas Gutshall,[1] Three Springs
Raymond Black,[1] Three Springs
Raymond Runk,[1] Coalmont
Roy X. Wilson,[1] Orbisonia
May Hammond,[1] Orbisonia
Esther Starr,[1] Orbisonia
Gertrude Carothers,[1] Orbisonia
Lemuel Cornelius,[1] Shade Gap
Mattie Piper,[1] Shade Gap
Ida Robinson,[1] Shade Gap
M. B. Wright,[3] McAleveys Fort
Anna M. Barr,[1] McAleveys Fort
Mary O. Huston,[1] McAleveys Fort
Ellen Gibboney,[1] McAleveys Fort
Claire Weiler, McAleveys Fort
Pearl Smith,[1] McAleveys Fort
James McCall,[1] McAleveys Fort
M. Henderson,[1] McAleveys Fort
Edna Kenyon,[1] Huntingdon
Lola Speck,[1] Huntingdon
W. S. Keith,[1] Aitch
John H. Ketterman,[1] Entriken
F. Max Hall,[1] Entriken
Mary Nelson,[1] Petersburg
Emma Hood,[1] Huntingdon
Florence Oswalt,[3] Mapleton Depot
Claire Hicks,[1] Orbisonia
Louisa A. Dell,[1] Mapleton Depot
Frances Isenberg,[1] Mill Creek
C. B. Boyer,[1] James Creek
Ivan Houck,[1] Orbisonia
Nora Hawn,[1] Mill Creek
A. W. Hearn,[1] Huntingdon
Margaret Jackson,[1] Saulsburg
J. A. Thompson,[1] Water Street
W. P. Harley,[3] Mount Union
Edith Bare,[1] Mount Union
Isabel Postlewaite,[1] Mount Union
Elsie Landis,[1] Mount Union
Idessa Rinker,[1] Mount Union
Ruth Berrier,[1] McNeal
J. A. Woods,[1] Blairs Mills
Charles Goshorn,[1] Three Springs
Pearl Baker,[1] Trough Creek
M. Baumgardner,[1] Trough Creek
W. M. Benson,[1] Trough Creek
Mary A. Heeter,[1] Broadtop
M. H. Taylor,[1] Todd
C. O. Houck,[1] Todd
Viola Taylor,[1] Todd
Chester Suerry,[1] Calvin
Jene Yocum,[1] Mapleton Depot
Cora Pheasant,[1] Calvin
Chester Swope,[1] Colfax
L. Daughenbaugh,[1] Rockhill Furnace
Chloe Lininger,[1] McConnelstown
Lizzie Dallard,[1] Huntingdon
Admiral Smith,[1] McConnellstown
James Shope,[1] Valley Point
Ida Price,[1] Three Springs
Fannie Lutz,[1] Shirleysburg
Chas. Klapp,[1] Shirleysburg
Clayton Diehl,[3] Huntingdon
C. B. Likens,[1] Huntingdon
Frank Locke,[1] Shade Gap
Harmon Gutshall,[1] Three Springs
A. S. Chilcoat,[3] Spruce Creek
C. E. Brown,[1] Spruce Creek
Marie Hawn,[1] Spruce Creek
Mary Stinger,[1] Spruce Creek
C. H. Kling,[1] Blairs Mills
J. W. Yocum,[1] Blairs Mills
Willis Wiser,[1] Blairs Mills
Mary Goshorn,[1] McNeal
Hugh C. Rhine,[1] Shade Valley
Jean Guyer,[1] Warriors Mark
Earl Nearhoof,[1] Warriors Mark
Ralph Beck,[1] Warriors Mark
Bertha Keller,[1] Warriors Mark
Anna Lightner,[1] Neffs Mills
Elsie Ewing,[1] Neffs Mills
Roxie Johnson,[1] Neffs Mills
Thomas Clark,[1] Neffs Mills
Jessie Gregory,[1] Petersburg
Robert Bell,[1] Petersburg
J. T. Shriner,[3] Robertsdale
Bessie Wishard,[1] Robertsdale
Ruth Young,[1] Robertsdale
Emma Price,[1] Robertsdale
J. A. Chilcote,[1] Robertsdale
Laura Edwards,[1] Robertsdale
R. Cunningham,[1] Robertsdale
Eva Baumgardner,[1] Petersburg
Roy Magill,[1] McAleveys Fort
Maud Mierley,[1] Alexandria
D. E. Bergstresser,[3] Three Springs
J. L. Engeart,[1] Mount Union
O. W. Colgate,[3] Mt. Union
Esco Wilson,[1] Three Springs
Mary Harper,[1] Mt. Union
Ira Hall,[1] Mt. Union
Minerva Price,[1] Mt. Union
Emma Kochenour,[1] Mt. Union
Ralph Wilson,[1] Shirleysburg
Charles C. Ellis,[8] Huntingdon

INDIANA—37.

James F. Chapman,* Indiana
F. Ernest Work,[4] Indiana
Harry V. Herlinger,[8] Blairsville
F. D. Zuerner,[4] Blairsville
J. Z. Sloan,[4] Heilwood
E. M. Lockard,[7] Indiana
Araminta McLane,[6] Indiana
Prof. J. P. Wiley,[6] Indiana
Jennie M. Ackerman,[6] Indiana
Frank J. Myers,[6] Indiana
Prof. Wm. J. Jack,[6] Indiana
Aggie Sulis,[6] Indiana
Edna B. Smith,[6] Indiana
E. M. Jackson,[6] Indiana
Florence K. Crafts,[6] Indiana
J. W. Speicher,[6] Indiana
Hamlin E. Cogswell,[6] Indiana
M. C. Gordon,[8] Indiana
Prof. J. C. Smith,[6] Indiana
Alma G. Noble,[6] Indiana
Mary English,[1] Homer City
R. M. Burns,[1] Creekside
H. Porter Miller,[3] Shelocta
Frank W. Coulter,[3] Homer City
Ernest McLaughlin,[3] Indiana
R. O. Lytle,[4] Arcadia
Elwin Irwin,[1] Homer City
Eleanor H. Tuck,[1] Homer City
Thomasine Holter,[1] Rossiter
Ernest Kinsey,[1] Heilwood
Matilda Leach,[1] Blairsville
Georgetta French,[1] Blairsville
Mary Stitt,[1] Blairsville
Emma Dodds,[1] Blairsville
Harriet Hosack,[1] Blairsville
Mary M. Koerner,[1] Blairsville
J. J. Henderson,[1] Creekside

JEFFERSON—53

L. Mayne Jones,* Brookville
C. E. Wilson,[3] Brookville
C. A. Anderson,[3] Big Run
M. H. Deardorff,[2] Brookville
D. A. Henderson, Jr.,[2] Brookville
Frances Carroll,[2] Brookville
Anna Kyle,[1] Brookville
Lulu Thompson,[1] Brookville
Edna McNeil,[1] Brookville
Charlotte Smith,[1] Brookville
Bess Hamilton,[1] Brookville
Emily Reichester,[1] Brookville
Winona Whitehill,[1] Brookville
C. O. Tobias,[8] Brockwayville
Worth M. Jones,[4] Reynoldsville
F. S. Jackson,* Punxsutawney
E. H. Campbell,[1] Punxsutawney
Ralph S. Boots,[3] Punxsutawney
Sara Harl,[1] Punxsutawney
Addie M. Field,[1] Punxsutawney
Fred A. Kohler,[3] Punxsutawney
Dora Mort,[1] Punxsutawney
Anna Berreau,[1] Punxsutawney
Aura Law,[1] Punxsutawney
Olive Lydic,[1] Punxsutawney
Gertrude Dinsmore,[1] Punxsutawney
Minnie Weber,[1] Punxsutawney
Lydia Johnson,[1] Punxsutawney
Ada Hauck,[1] Punxsutawney
Martha Williams,[1] Punxsutawney
Margaret Smith,[1] Punxsutawney
L. A. Sutler,[3] Punxsutawney
Sarah Evans,[1] Punxsutawney
Mrs. J. C. McAffee,[1] Punxsutawney
Verna Branghler,[1] Punxsutawney
Edna Powers,[1] Punxsutawney
Maide B. Haines,[8] Punxsutawney
Pauline Parsons,[2] Punxsutawney
Florence Rees,[1] Punxsutawney
Tharra Long,[1] Punxsutawney
Susan Carter,[1] Punxsutawney
Edith Jones,[1] Punxsutawney
Lillian Oswald,[1] Punxsutawney
Frances Holsapple,[1] Punxsutawney
Alice Evans,[1] Punxsutawney
Margaret Coakley,[1] Punxsutawney
Anna Sutter,[1] Punxsutawney
Grace Long,[1] Punxsutawney
Lillian Evans,[1] Punxsutawney
M. E. Putney,[1] Punxsutawney
J. S. Hause,[1] Punxsutawney
Marion Blood,[1] Brookville
Madge Truman,[1] Brookville

JUNIATA—22.

C. E. Kauffman,* McAlisterville
C. A. Gardner,[3] Mifflintown
Edith B. Etka,[1] Mifflintown
C. C. Book,[1] Port Royal
J. M. Burris,[1] Mexico
Martin Kauffman,[1] Mifflintown
Rachel Kauffman,[1] Mexico
A. Blaine Shover,[1] Port Royal
M. B. McCulloch,[1] Honey Grove
D. M. Marshall,[1] Nook
S. W. McClure,[8] Honey Grove
Mary E. Patton,[1] Thompsontown
John I. Book,[1] Mexico
Leroy E. Peck,[1] Honey Grove
Geo. C. Lyter,[3] Port Royal
Jane A. Kane,[8] Thompsontown
Peorus A. Neely,[1] Honey Grove
Alma L. Lyder,[1] Thompsontown
Bessie D. Weaver,[1] Mexico
M. E. Regan,[1] Thompsontown
Edna B. Partner,[1] Mifflin
Margaret Meminger,[1] Spruce Hill

LACKAWANNA—715

J. C. Taylor,* Scranton
S. E. Weber,* Scranton
M. W. Cummings,* Olyphant
William S. Robinson,* Taylor
M. J. Costello,[8] Scranton
F. R. Coyne,* Old Forge
Benjamin T. Harris,[8] Old Forge
John J. Joyce,[2] Old Forge
May Brodhead,[2] Old Forge
Myrtle Wood,[2] Old Forge
Lucille O'Malley,[2] Old Forge
Nora Corcoran,[1] Old Forge
Mary Lally,[1] Old Forge
Nellie Neary,[1] Old Forge
Anna Coyne,[1] Old Forge
Celia Roche,[1] Old Forge
Della Lynch,[1] Old Forge
Isabel Cosgrove,[1] Old Forge
Mamie Harding,[1] Old Forge
Anna Gwyn,[1] Old Forge
Edward Dougher,[1] Old Forge
Katie Clunan,[1] Old Forge
Harry Roach,[1] Old Forge
Grace Carter,[1] Old Forge

May Loftus,[1] Old Forge
Lillian Cosgrove,[1] Old Grove
Sadie Henaghan,[1] Old Forge
Caroline Drake,[1] Old Forge
Margaret Connor,[1] Old Forge
Blanche McHale,[1] Old Forge
Mildred Richmond,[1] Old Forge
R. J. Neary,[1] Old Forge
Nellie Roach,[1] Old Forge
Blanche Johns,[1] Old Forge
Nan Clunan,[1] Old Forge
Emma Cooke,[1] Old Forge
Mary Coyne,[1] Old Forge
Rose Costa,[1] Old Forge
Helen Lynch,[1] Old Forge
Frank Coyne,[1] Old Forge
Nora Horan,[1] Old Forge
Kitty Gallagher,[1] Old Forge
Renna Dougherty,[1] Old Forge
Helen Fallon,[1] Old Forge
Ella M. Drake,[1] Old Forge
John S. Carter,[1] Old Forge
Emma Matthews,[1] Old Forge
Mary Costa,[1] Old Forge
Sadie Fallen,[1] Old Forge
Stella Drake,[1] Old Forge
Jennie Burke,[1] Old Forge
Anna Duffy,[1] Old Forge
Nellie Cosgrove,[1] Old Forge
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Josepher Bonner,[1] Old Forge
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Lillian C. Evans,[1] Taylor
Florence Tidd,[1] Taylor
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Gertrude E. Morris,[1] Taylor
Mina Olmstead,[1] Taylor
Kate Olmstead,[1] Taylor
Polly Davis,[1] Taylor
Beatrice Shippey,[1] Dalton, R. 3
Alma M. Jones,[1] Moscow, R. 3
Clare H. Foley,[1] Gouldsboro, R. 1
Sabilla Schobert,[1] Thornhurst
Mary N. Scull,[1] Olyphant, R. D.
Isaac F. Bodle,[1] Jermyn, R. D.
Augusta Miller,[1] Moscow
S. A. Chamberlain,[1] Dunmore
Ella E. Stevens,[1] Dunmore
Thomas P. Joyce,[3] Minooka
Mary Coyne,[1] Minooka
Eunice V. Hall,[3] Chinchilla
Carrie Alger,[1] Waverly
Iva Berry,[1] Waverly
Ruth Doran,[1] Moscow, R. 3
Ethel R. Thomas,[1] Moscow, R. D.
Florence A. Propst,[1] Archbald
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Hilda Jones,[1] Clark's Summit
C. Barnum,[1] Clark's Summit
M. Sackett,[1] Clark's Summit
Elsie Walker,[1] Clark's Summit
Florence Hobbs,[1] La Plume
Irvin D. Ritter,[3] Moosic
Eleanor Evans,[1] Moosic
Nettie Weir,[1] Moosic
Mary Duggan,[1] Moosic
Elizabeth Dawson,[1] Moosic
Agnes Duggan,[1] Moosic
Rose McDonald,[1] Moosic
Mabel Singer,[1] Moosic
Jean Dick,[1] Moosic
Christine Hailstone,[1] Moosic
Blodwen Evans,[1] Moosic
Grace Howell,[1] Moosic
Gertrude Ranson,[1] Moosic
Helen Monie,[1] Moosic
Bertha Loreing,[1] Moosic
Stella Hollenback,[1] Moosic
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Rose McDonnell,[1] Vandling
Loretta Farrell,[1] Vandling
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Nellie Evans,[1] Olyphant
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Tessie Loftus,[1] Olyphant
Katie Flynn,[1] Olyphant
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Mollie Hannick,[1] Olyphant
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Katie McLaughlin,[1] Olyphant
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Mae Burke,[1] Olyphant
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Kathryn Sweeney,[1] Dunmore
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Elizabeth Gallagher,[1] Dunmore
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Della Corcoran,[1] Dunmore
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Hanna Gettings,[1] Dunmore
Anna Taylor,[1] Dunmore
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Marion Candrick,[1] Olyphant
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Irene Beattys,[3] Peckville
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Pearl Brundage,[3] Peckville
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Lucy Steed,[1] Olyphant
Alesah Kingsley,[1] Olyphant
Louise Weaver,[1] Olyphant
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Louise Walsh,[1] Mayfield
Eva Quinn,[1] Mayfield
Sadie Quinn,[1] Mayfield
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Nora Donnelly,[1] Mayfield
Lillian Walker,[1] Mayfield
Bridget Davitt,[1] Mayfield
Frances Dellmore,[1] Mayfield
Margaret Edmunds,[1] Mayfield
Helen Gallager,[1] Mayfield
Mary McCuiness,[1] Mayfield
Mary Edmunds,[1] Mayfield
Helen Whitmore,[1] Mayfield
Stella M. Price,[1] Clarks Summit
Helen L. Carpenter,[1] Olyphant
H. H. Rounds,[3] Dalton
Grace Atherton,[1] Clarks Summit
Julia McCormick,[1] Olyphant
Marian Maclay,[1] Olyphant
DeEtte Edgett,[1] Olyphant
Florence Priest,[1] Olyphant
Frieda Bartholomay,[1] Vandling
A. W.. Marvin,* Scranton
John J. O'Hara,* Throop

LANCASTER—176.

Daniel Fleisher,* Lancaster
H. B. Work,* Lancaster
Nathan C. Schaeffer,‡ Lancaster
J. P. McCaskey,‡ Lancaster
Charles Ressel,[3] Lancaster
R. H. Early,[3] Drumore, R. 1
Sara B. Brabson,[1] Fulton House
S. B. Stayer,[3] Quarryville, 1
Catharine Shenk,[1] Quarryville, R.D.
Eva Stevenson,[1] Lancaster
N. C. Norris,[3] Nottingham, 1
Gertrude B. Clark,[1] Hensel
Mary Crawford,[1] Drumore, 1
Alice G. Smith,[1] Drumore, 2
K. Bernice Eckman,[1] Elizabethtown
Mary K. Carter,[1] Elizabethtown
Katie O. Miller,[1] Elizabethtown
Florence Ney,[1] Elizabethtown
May Dulebohn,[1] Elizabethtown
Mary E. Fritchie,[1] Elizabethtown
Harriet Morning,[1] Elizabethtown
Effie L. Shank,[1] Elizabethtown
Lillian Falkenstein,[1] Elizabethtown
May E. Gross,[1] Elizabethtown
Lillian Perrett,[1] Elizabethtown
Mary E. Palmer,[1] Lancaster
P. M. Harbold,[6] Millersville
Anna Lyle,[8] Millersville
Chas. H. Gordenier,[8] Millersville
Ira R. Kraybill,[6] Millersville
Lillian E. Johnson,[6] Millersville
Lillian Gherst,[6] Millersville
Homer F. Dilworth,[6] Millersville
Geo. W. Hull, Ph.D.,[6] Millersville
E. W. MacCrae,[6] Millersville
Carrie E. Myers,[6] Millersville
Naomi Bausman,[6] Millersville
H. C. Seymores,[8] Millersville
Letitia B. Clark,[6] Millersville
Sarah H. Gilbert,[6] Millersville
Edith Fridy,[1] Mountville
M. W. Witmer,[8] Lancaster
Geo. D. Uibel,[3] Strasburg
E. W. Strickler,[3] Lancaster
Catherine P. Heckel,[2] Ephrata
Isabella Ott,[1] Lancaster
D. C. Reber,[8] Elizabethtown
V. W. Dippel,[8] Lancaster
Harold D. Pyott, Lancaster
Arthur P. Mylin,[1] Rothsville
Guy K. Bard,[3] Lititz
Elda Park,[1] La Park
Mary E. Newpher,[1] Mt. Joy
Arvilla L. Beam,[1] Columbia
A. Elizabeth Greene,[1] Columbia
Annie B. Hershey,[1] Columbia
Helen Schroeder,[1] Columbia
Lillian Swartz,[1] Columbia
Emily Weaver,[1] Columbia
Elsie Q. Welsh,[1] Columbia
June Kepner,[1] Columbia
Annia E. Payne,[1] Columbia
M. Emma Hess,[1] Columbia
Emma M. Schroeder,[1] Columbia
Esther M. Long,[4] Columbia
M. M. McManus,[1] Columbia
Loretta R. Minich,[1] Columbia
Mary F. Tille,[1] Columbia
G. M. Hinkle,[1] Columbia
W. C. Sampson,* Columbia
H. F. Zerger,[3] Columbia
Wayne R. Parmer,[3] Denver
H. P. Hershey,[1] Gordonville, R. 1
R. O. Hartman,[1] Quarryville, R. 4
Clara V. Bard,[1] Denver
Katherine J. Myers,[1] Lancaster
C. M. Hershey,[1] Gordonville, R. 1
Miriam Frew,[1] Paradise
Esta Brackbill,[1] Paradise
Anna I. Buckwalter,[1] Ronks, 2
Rebekah Sheaffer,[1] Bareville.
Mabel H. Nolt,[1] Bareville
Elsie Rutt,[1] Paradise
Beryl Frew,[1] Paradise
A. M. Eby,[1] Lancaster
Kate A. Sheetz,[3] Lancaster
Sue E. Harkins,[3] Lancaster
E. R. McGrann,[1] Lancaster
Olive Stoner,[1] Lancaster
Nellie E. Hensel,[1] Lancaster
Mary E. Miller,[1] Lancaster
Daisy Hoffmeier,[1] Lancaster
Anna Haus,[1] Lancaster
Adeline B. Spindler,[1] Lancaster
Mary J. Bruning,[1] Lancaster
Rose Yost,[1] Lancaster
F. Shibley,[1] Lancaster
Eunice S. Brimmer,[1] Lancaster
Amos Skiles,[1] Gap, R. 1
Paul E. Schlechter,[1] Gap, R. 1
Chester Hillard,[1] Gap, R. 1
Ethel S. Harsh,[1] Strasburg
Nora E. Martin,[1] Leaman Place
Elsie C. Martin,[1] Leaman Place
Fannie Landis,[1] Lancaster
Ella M. Gontner,[1] Lancaster
John W. Weimer,[1] Quarryville
Kathryn E. Houser,[1] Lancaster
Lola Zug,[1] Lancaster
Salome R. Carpenter,[1] Lancaster
Stella Oster,[1] Lancaster
Ida M. Hall,[1] Lancaster
Elizabeth Eaby,[1] Lancaster
Mary C. Ranck,[1] Lancaster
Katharine Brown,[1] Lancaster
Edith W. Cooper,[1] Lancaster
Sara E. Hoak,[3] Lancaster
Mary M. Musselman,[1] Lancaster
Bella M. Weitzel,[1] Lancaster
M. Eleta Witmer,[1] Lancaster
Miss M. Witwer,[1] Lancaster
Kate Bundel,[1] Lancaster
Meta M. Bair,[1] Strasburg
Ruth Foulk,[1] Strasburg
Lettie M. Book,[1] Strasburg
Chas. Werntz,[1] Bainbridge
C. E. Johe,[1] Stevens, R. 1
Harry M. Cooper,[8] Reamstown
G. Reed Alexander,[3] Witmer
Shelley Musser,[1] New Holland
Anna K. Miller,[1] Lititz Mill
Howard Winters,[3] Rawlinsville
Claude Miller,[8] West Willow
Mildred Heiney,[3] Mount Nebo
Mary Umble,[8] Bird in Hand
Marian Ressler,[8] Bird in Hand
Edna Lipp,[1] Lancaster, 7
Paul E. Beck,[4] Lititz
Anna D. Haertter,[1] Mountville, 1
Mabel Krall,[1] Mt. Joy
Elizabeth Eshleman,[1] Mt. Joy
Laura Ulrich,[1] Mt. Joy
Verna Chandler,[1] Mt. Joy
E. Earl Walton,[3] Fulton House
B. F. Heiges,[3] Manheim
Rev. S. G. Zerfass,[3] Ephrata
D. W. Geist,[3] Blue Ball
Barbara Seitz,[1] Mountville
E. A. List,[1] Ephrata
Margaret Herr,[2] Mount Joy
Martha Hoopes,[1] Manheim
H. E. Gehman,[3] Ephrata
C. E. Roudabush,[3] Mount Joy
E. U. Aumiller,[8] Elizabethtown
Ada F. Brown,[1] Millersville
A. P. Wenger,[2] Brownstown
I. J. Sieverling,[3] Akron
B. K. Habecker,[1] Safe Harbor
Garfield Shearer,[3] Elizabethtown
Katie H. Helm,[1] New Providence
Laura Martin,[3] Mountville
Alice E. Fridy,[1] Mountville
Geo. W. Gamble,[1] Lancaster
Ruth Stoll,[1] Mt. Joy
Mary G. Miller,[1] Mt. Joy
Kathryn Aumiller,[1] Mt. Joy
Mary Y. Welsh,[8] Columbia
Rebecca J. Sauerber,[1] Columbia
Mrs. A. B. McCauley,[1] Columbia
M. L. Humphreville,[4] Lancaster
Avery Engle,[1] Manheim, R. 5
Ruben Ziegler,[1] Manheim, R. 4
Carrie Tshudy,[1] Lititz
Mary Tshudy,[1] Lititz
Katharine Aumiller,[1] Mt. Joy
Mary Flory,[1] New Danville

LAWRENCE—6.

W. Lee Gilmore,* New Castle
Geo. A. Dickson,* New Castle
Mary Riffer,[1] New Castle
W. L. Zedaker,[1] New Bedford
J. L. Thalman,[3] New Castle
J. A. Shott,[1] New Wilmington

LEBANON—353.

John W. Snoke,* Lebanon
Hon. Henry Houck, Lebanon
E. M. Balsbaugh,* Lebanon

C. E. Altenderfer,‡[1] Lebanon
W. H. Alspach,‡[3] Newmanstown
Geo. L. Hayes,[4] Mt. Lebanon
A. E. Gobble,[1] Myerstown
Mary Lehman,[1] Lebanon
Sara E. Boyer,[1] Lebanon
Minnie Capp,[1] Lebanon
M. Elizabeth Sprayd,[1] Lebanon
Pauline Reed,[1] Lebanon
Nellie R. Robb,[1] Lebanon
Mabel D. Rauch,[1] Lebanon
Minnie Pott,[1] Lebanon
Lillie M. Rees,[1] Lebanon
Ida O'Neil,[1] Lebanon
Elizabeth Yordy,[1] Lebanon
Sarah E. Gallagher,[1] Lebanon
Lillian M. Urich,[1] Lebanon
Beulah Lebo,[1] Lebanon
Ella M. Smith,[1] Lebanon
Miriam Smith,[1] Lebanon
Julia A. Jenkins,[1] Lebanon
Elizabeth Brotherline,[1] Lebanon
K. Grace Weaber,[1] Lebanon
Blanche Hallman,[1] Lebanon
Sara E. Helm,[1] Lebanon
Mary Strickler,[1] Lebanon
Ruth M. Evans,[1] Lebanon
C. E. McDonnell,[1] Lebanon
Ethel Kinter,[1] Lebanon
I. C. White,[1] Lebanon
J. L. Appenzellar,[3] Lebanon
Stella Hain,[1] Lebanon
Helen Seltzer,[1] Lebanon
E. M. Weidman,[1] Lebanon
J. Walter Esbenshade,[1] Lebanon
J. LeBarre Folker,[1] Lebanon
Florence Hauer,[1] Lebanon
Emma Hauer,[1] Lebanon
Mabel Brenholtz,[1] Lebanon
Belle Chamberlain,[1] Lebanon
Sybilla Doebler,[1] Lebanon
Dorothea Bechtold,[1] Lebanon
S. Agnes Scott,[1] Lebanon
Ruth A. Light,[1] Lebanon
Mary Beard,[1] Lebanon
Katherine Hoffman,[1] Lebanon
Paul Strickler,[1] Lebanon
O. P. Butterwick,[1] Lebanon
Rosa Krause,[1] Lebanon
Margaret Sim Knecht,[1] Lebanon
Victor Mulhollen,[1] Lebanon
Pearl S. Gerberich,[1] Lebanon
Fred L. Frost,[1] Lebanon
Charlotte M. Culp,[1] Lebanon
E. M. Greenawalt,[1] Lebanon
K. T. Imhof,[1] Lebanaon
Iona Holland,[1] Lebanon
Sarah M. Gassert,[1] Lebanon
Alice A. Gruber,[1] Lebanon
Charlotte D. Klick,[1] Lebanon
J. Ethel Hartman,[1] Lebanon
Maude Bleichert,[1] Lebanon
Edna E. Seltzer,[1] Lebanon
Christine Seltzer,[1] Lebanon
Sarah E. Musser,[1] Lebanon
K. Helen Schools,[1] Lebanon
Emma L. Reinhold,[1] Lebanon
Emma L. Gettel,[1] Lebanon
Anna N. Rothermel,[1] Lebanon
Harriet Hottenstein,[1] Lebanon
A. Ethel Martin,[1] Lebanon
Esther L. Boltz,[1] Lebanon
Henrietta Evans,[1] Lebanon
Kathryn V. Schott,[1] Lebanon
Arbelin M. Schropp,[1] Lebanon
Elizabeth Rebstock,[1] Lebanon
Edith M. Hoffman,[1] Lebanon
Ida Kreider,[1] Lebanon
Lottie Y. Siegrist,[1] Lebanon
Kathryn E. Garver,[1] Lebanon
Caroline D. Fisher,[1] Lebanon
Emerson Heilman,[1] Lebanon
Edith Heilman,[1] Lebanon
Alma B. Walters,[1] Lebanon
Mary I. Hoffman,[1] Lebanon
Margaret Thomas,[1] Lebanon
Katherine E. Schools,[1] Lebanon
Elizabeth C. Reinhard,[1] Lebanon
Magdalene Strickler,[1] Lebanon
Cecelia Bohr,[1] Lickdale
Martha Kreider,[1] Lebanon, 10
Sara Kreider,[1] Lebanon, 10
Mary A. Daniels,[1] Lebanon
Susan B. Graybill,[1] Annville
Harry L. Zartman,[1] Lebanon
John N. Evans,[1] Annville
George B. Evans,[1] Palmyra
Minnie Batdorf,[1] Lickdale

Sallie Reist,[1] Lebanon,[1] 10
Naomi R. Light,[1] Avon
Pearl S. Ramer,[1] Lebanon
Ruth S. Bomberger,[1] Avon
Miriam R. Grumbein,[1] Lebanon
Sarah L. Meyer,[1] Lebanon, R. 3
Harry Swanger,[1] Lebanon, R. 8
Jos. N. Frantz,[1] Lebanon
C. G. Dotter,[3] Annville
Alma MacLight,[8] Annville
Goldie M. Weidler,[8] Lebanon
A. Louise Kreider,[3] Annville
Oscar S. Light,[1] Annville
Anna M. Loos,[1] Annville
John H. Sherk,[1] Annville
Sara Bowman,[1] Cleona
Margaret C. Shock,[1] Mt. Zion
Carrie Nye,[1] Annville
Elizabeth C. Clauser,[1] Annville
Mattie Bomberger,[1] Annville
Elizabeth M. Walter,[1] Annville
John F. Light,[1] Annville, 2
Dawson W. Light,[1] Annville, 2
Violet M. Ulrich,[1] Annville
John H. Boger,[1] Annville
Pearl C. Miller,[1] Lebanon
Harry L. Forscht,[3] Fredericksburg
B. Myron Krall,[1] Lebanon, 1
John P. Bicksler,[1] Fredericksburg
Minnie L. Stroh,[1] Fredericksburg
A. M. Haldeman,[1] Fredericksburg
Wayne E. Steiner,[1] Myerstown, 1
Verna C. Deck,[1] Fredericksburg
Erwin E. Boyer,[1] Fredericksburg
Robert E. Hower,[1] Myerstown, 3
A. P. Brightbill,[1] Fredericksburg
P. G. Edris,[1] Fredericksburg, R. 2
Levi Peiffer,[1] Fredericksburg
A. E. Werner,[1] Fredericksburg, 1
Ada M. Baeshore,[1] Fredericksburg
Gabriel H. Bohn,[1] Lickdale
Barbara Miller,[1] Lebanon
Julia Emma Dembler,[1] Lebanon
Fannie Focht,[1] Lebanon
Susie M. Boltz,[1] Lebanon, 9
Harry D. Spitler,[8] Jonestown
Robert H. Engle,[1] Jonestown
David S. Walmer,[1] Jonestown
Alice M. Garman,[1] Jonestown
Booz G. Light,[8] Avon
Emma M. Kreider,[8] Lebanon
Ammon H. Brubader,[1] Lebanon, 7
Mrs. K. M. Wilhelm,[1] Annville, 2
Marie C. Arnold,[1] Lebanon, R. 5
Violet M. Smith,[1] Schaefferstown
C. Beamsderfer,[1] Myerstown
Sallie Bohn,[1] Lickdale
Tasie M. Shaak,[1] Lebanon, R. 5
A. M. Krumbine,[1] Schaefferstown
Ida M. Mease,[1] Onset
Edna Leib,[1] Schaefferstown
Mary Wenger,[1] Rexmont
Charles W. Keath,[1] Lebanon, R. 1
Harry C. Moyer,[3] Schaefferstown
N. P. Stober,[3] Schaefferstown
J. N. Stohler,[1] Schaefferstown
E. A. Reist,[1] Schaefferstown
Ralph L. Eberley,[1] Newmanstown
Georgette Keath,[1] Schaefferstown
Clifford Strauss,[1] Kleinfeltersville
Marie Zerbe,[1] Schaefferstown
Thomas Mack,[1] Schaefferstown
H. G. Noll,[1] Kleinfeltersville
A. Hickernell,[1] Schaefferstown
E. Bachman,[1] Schaefferstown
Ida S. Lauser,[1] Schaefferstown
Charlotte Gable,[1] Schaefferstown
Katie Hartman,[1] Schaefferstown
J. A. Yeagley,[1] Schaefferstown
M. M. Mann,[1] Schaefferstown
Harry W. Light,[1] Lebanon
Lillie M. Bross,[1] Jonestown
Maria Umberger,[8] Lebanon
Fanny S. Umberger,[1] Lebanon
Mabel S. Bowman,[1] Lebanon
Hattie A. Light,[1] Lebanon, R. 3
Ethel M. Keefer,[1] Lebanon
Rev. I. Z. Fenstermacher,[1] Lebanon
Edith L. Batdorf,[1] Lickdale
Miles W. Garloff,[1] Myerstown, R. 1
E. R. Miller,[1] Myerstown, R. 1
Laban Wenger,[1] Fredericksburg
Frank H. Layser,[1] Richland
Edna E. Mease,[1] Lickdale
James Bohn,[1] Onset
Irene M. Gerberich,[1] Jonestown
Maggie S. Groh,[1] Lickdale
Harry J. Mease,[1] Jonestown

Harvey B. Deiner, Jonestown
Lewis J. Artz,[1] Lickdale
Annie L. Mease,[1] Onset, R. 1
Amy Janet Mease,[1] Onset, R. 1
M. K. Huber, Jr.,[1] Lickdale
John Bohn,[1] Onset, R. 1
Irvin B. Shuey,[1] Lickdale
Lavinia Boyer,[1] Lebanon
Mabel A. Yeagley,[1] Lebanon
M. Julia Coleman,[1] Lebanon
R. P. Wolfersberger,[3] Bismarck
Ammon Kurtz,[1] Lebanon, R. 7
Katie M. Krall,[1] Schaefferstown
W. M. Heilman,[3] Cleona
Eva E. Rees,[1] Lebanon
Rhoda N. Riegel,[1] Lebanon
Grace E. Light,[1] Avon
John G. Nye,[1] Annville
Abner J. Bowman,[1] Lebanon
Howard Bomberger,[1] Lebanon, R. 7
Clayton L. Brandt,[1] Lebanon, R. 7
Ammon Smith,[1] Lebanon, R. 4
Mrs. S. B. B. Piper,[1] Lebanon, R. 7
John A. Snavely,[1] Uno
G. W. Walmer,[1] Jonestown, R. 2
M. S. Gundrum,[1] Annville, R. 3
Annie E. Ulrich,[1] Grantville, R. 2
John S. Dotter,[1] Uno
David B. Behney,[1] Lickdale
H. M. Walmer,[1] Lickdale, R. 1
D. Mason Speck,[1] Grantville, R. 2
Mrs. Miller,[1] Fredericksburg, R. 1
Huldah J. Klick,[1] Grantville, R. 2
Stella Yordy,[1] Grantville, R. 2
Charles A. Boyer,[3] Lebanon
G. Mason Snoke,[8] Lebanon
Irvin C. Meyer,[1] Annville, R. 2
Frank W. Light,[1] Annville, R. 2
Paul Bender Knoll,[1] Annville, R. 2
D. C. Kling,[1] Annville, R. 2
Annie L. Heilman,[1] Lebanon, R. 10
E. R. Heilman,[1] Lebanon, R. 10
John I. Clay,[1] Grantville, R. 2
Sarah N. Knoll,[1] Annville, R. 1
David W. McGill,[1] Lebanon
Abner C. Spangler,[1] Annville, R. 1
Lewis W. Nagle,[1] Newmanstown
Estella C. Uhrich,[1] Myerstown
Robert I. Weigley,[1] Richland
A. H. Keener,[1] Schaefferstown, R. 1
E. P. Strickler,[1] Kleinfeltersville
Alvin Paul Klink,[1] Lebanon
Mary Mock,[1] Newmanstown, R. 2
W. G. Reedy,[1] Newmanstown, R. 2
F. W. Bubp,[1] Newmanstown, R. 2
Emory G. Jacobs,[8] Richland
John C. Porter,[1] Richland
Mary G. Fetter,[1] Schaefferstown
Anna Keath,[1] Schaefferstown
Grace E. Landis,[1] Richland
Katie M. Wenger,[1] Rexmont
John D. Boger,[1] Rexmont
Daisy White,[1] Lebanon
David Markey,[1] Myerstown
M. W. Olwine,[1] Myerstown
Ida M. Becker,[1] Schaefferstown
Amelia A. Reber,[1] Myerstown
Ezra Wenger,[1] Fredericksburg, R. 2
Edna M. Sherman,[1] Lebanon, R. 2
James M. Strohl,[8] Myerstown
Ivan K. Kline,[8] Myerstown
Henry E. Snavely,[8] Myerstown
Edward S. Olewine,[1] Myerstown
Miles H. Steiner,[1] Myerstown
Bertha M. Klopp,[1] Myerstown
Emma E. Noll,[1] Myerstown
Florence A. Stauffer,[1] Myerstown
Mayme F. Reitter,[1] Myerstown
Laura M. Hoffman,[1] Myerstown
Leah Loose,[1] Myerstown
E. A. McLaughlin,[1] Myerstown
Anna B. Flickinger,[1] Sheridan
A. A. Maulfair,[1] Cleonia
Isabella E. Ryder,[8] Harrisburg
Ella Youtz,[1] Colebrook
Margaret M. Youtz,[1] Colebrook
T. J. Barnhart,[1] Jonestown
Katie M. Rittle,[1] Lebanon, 8
Ida Groh,[1] Lebanon
Fannie C. Swope,[1] Myerstown
Thomas F. Donmoyer,[1] Lebanon
John M. Bomberger,[1] Lebanon
H. E. Messersmith,[1] Palmyra
John Kennedy,[1] Palmyra
Anna I. Fisher,[1] Palmyra
Irving L. Reist,[1] Palmyra
H. K. Balsbaugh,[1] Hummelstown
Levi N. Hollingsworth,[1] Palmyra

Alvin S. Bowman,[1] Palmyra
Mary E. Bowman,[1] Palmyra
Estella V. Brossman,[1] Jonestown
Henry H. Early,[1] Palmyra
Mary E. Landis,[1] Richland
John G. Gerber,[1] Palmyra
Jennie M. Brown,[1] Palmyra
Myrle Esther Turby,[1] Palmyra
Irene Bicksler,[1] Palmyra
Harry W. Walters,[1] Lebanon, R. 1
Henry Heisey,[1] Avon
Irvin Bacastow,[1] Palmyra
Simon Bacastow,[1] Palmyra
A. J. McGill,[1] Jonestown
Mabel L. Miller,[1] Lebanon, R. 3
Sallie W. Beckley,[1] Lebanon, R. 9
M. W. Schwartz,[1] Jonestown, R. 1
Forrest G. Shirk,[1] Jonestown, R. 1
Eva Schwartz,[1] Jonestown, R. 1
J. Rufus Felty,[1] Onset, R. 1
Edward D. Fake,[1] Jonestown, R. 1
Mae Darkes,[1] Lickdale
J. B. Batdorf,[1] Lickdale
John P. Fertig,[1] Lebanon
John L. Sherk,[1] Lebanon
Harvey G. Hain,[1] Lebanon
Matilda Bohr,[1] Lebanon
Stella Felty,[1] Lebanon
Alice L. Light,[1] Lebanon, R. 3
Lillian Bobb,[1] Sheridan
C. S. Crumbling,[3] Palmyra
E. A. Coldren,[1] Newmanstown
Lillian M. Gemmi,[1] Bismarck
Gertrude E. Sealer, Bismarck
Ellen Brinser Behm,[1] Palmyra
Perry L. Meyer,[1] Lebanon, R. 3
Jennie L. Meyer,[1] Lebanon, R. 9
Mabel Tittle,[1] Lebanon, R. 7
Sara F. Gingrich,[1] Palmyra
David B. Fritz,[1] Annville
Bertha B. Horst,[1] Schaefferstown
Etta M. Reidel,[1] Lebanon
Mark P. Farling,[1] Palmyra
Anna H. Bicksler,[1] Palmyra
Allen E. Reist,[1] Palmyra
Violette H. Hoffer,[1] Palmyra
Miles B. Koons,[1] Lebanon
M. Gruber,[1] Campbelltown
Edna M. Hoffer,[1] Palmyra
W. H. Hamilton,[1] Campbelltown
Aaron S. Ginder,[1] Campbelltown
Maggie S. Bordner,[1] Fredericksburg
Amos H. Baeshore,[1] Lickdale, R. 1
Maime B. Risser,[1] Lawn
E. E. Sloat,[1] Colebrook
John T. Hoover,[1] Campbelltown

LEHIGH—75.

Alvin Rupp,* Allentown
Sallie Heckrotte,[2] Allentown
Sallie Winters,[2] Allentown
H. J. Reinhard,[4] Catasauqua
William F. Heilman,[4] Allentown
Gus. E. Oswald,[3] Catasauqua
R. McFetridge,[1] Hokendauqua
Maria Williams,[1] Hokendauqua
P. A. Bartholomew,[1] Fullerton, R. 1
Florence McKeever,[1] Allentown
L. D. Koehler,[1] Fullerton, R. 1
D. N. Semmel,[1] Allentown, R. 3
Bessie Troxell,[1] Cementon
A. C. Lewis,[1] Catasauqua
Allen V. Laub,[1] Catasauqua
F. H. Sheckler,[1] Catasauqua
Mame Torrence,[1] Catasauqua
Sophia Matchette,[1] Catasauqua
Mary J. McCandless,[1] Catasauqua
Ella Tait,[1] Catasauqua
Sara McHenry,[1] Catasauqua
Alva Lambert,[1] Catasauqua
Mabel Weisley,[1] Catasauqua
Estella McKeever,[1] Catasauqua
Mildred Lawall,[1] Catasauqua
Mildred Heiman,[1] Catasauqua
Vernon W. Babb,[1] Kutztown
I. Erb Steiner,[1] Allentown
B. F. Cressman,[1] Limeport
C. Davidson,[1] Coopersburg, R. 2
Lillie M. Rupp,[1] Breiningsville, R. 2
Cora M. Engle,[1] Slatington, R. 1
Leda O. Rex,[1] Slatington, R. 1
Mrs. E. F. Miller,[1] Orefield, R. 1
James O. Boyer,[1] Neffs
M. D. Wehr,[1] Orefield, R. 1
Ardie S. Leh,[1] Laurys Station
Maggie M. Falk,[1] Ironton
W. Nonnemacher,[1] Wescoesville
Mrs. M. Laudenslager,[1] Allentown
Mervin Wetzel,[1] Allentown, R. 6
Samuel P. Guth,[1] Stettlersville
George H. Haas,[1] Allentown
E. S. Wenner,[1] Trexlerton
Howard C. Snyder,[3] Emaus
R. C. Landis,[3] Emaus
Helen Leith,[1] Center Valley
J. W. Snyder,[3] Slatington
F. J. Fister,[1] Slatington
Sydney Peters,[1] Slatington
Mary G. Allen,[4] Allentown
C. S. Schmerker,[4] Allentown
S. A. Fuerstenow,[1] S. Bethlehem
M. J. Wertman,[1] Old Zionsville
Mabel Benfield,[1] Emaus
Myron M. Merkle,[1] Emaus
Mae Elizabeth Haas,[1] Allentown
Margaret Spatz,[1] Allentown
Clara Balliet,[1] Allentown
Howard U. Grover,[1] Allentown
Carrie Kichline,[1] Allentown
Ellen T. Gabriel,[1] Allentown
Mame Chubbuck,[1] Allentown
Esther S. Heffner,[1] Allentown
Laura E. Bussee,[1] Allentown
Sarah E. Kratz,[1] Allentown
Elsie M. Heckman,[1] Allentown
Carrie E. Koons,[1] Allentown
John S. Eisenhard,[1] Cementon
Daniel Hamm,[1] Allentown
Eugene M. Knerr,[1] Allentown
C. F. Seidel,[1] Allentown
A. J. Schmoyer,[1] Allentown
T. M. Weierbach,[1] Allentown
Vida Roper,[1] Slatington

LUZERNE—477.

Frank P. Hopper,* Wilkes-Barre
Francis McGuigan,* Pittston
J. M. Coughlin,* Wilkes-Barre
David A. Harmon,* Hazleton
A. P. Diffendafer,* Nanticoke
John Davis,[3] Nanticoke
Claire M. Conway,[2] Nanticoke
Frank G. Daniels,[2] Nanticoke
Evan J. Williams,[2] Nanticoke
Mildred Parke,[2] Nanticoke
Dana Parke,[2] Nanticoke
Leon Schwartz,[2] Nanticoke
Joseph Burleigh,[4] Nanticoke
Maud Thompson,[3] Nanticoke
Arthur Evans,[3] Nanticoke
William H. Jones,[3] Nanticoke
William Jonathan,[3] Nanticoke
John Smith,[3] Nanticoke
Margaret Fisher,[3] Nanticoke
Louise LaRue,[1] Nanticoke
Jeanette Jones,[1] Nanticoke
Bella Wasilewski,[1] Nanticoke
Ruth Willis,[1] Nanticoke
Enola Fairchild,[1] Nanticoke
Anna Burke,[1] Nanticoke
Helen Wolfe,[1] Nanticoke
Edith M. Stark,[1] Nanticoke
A. S. Jacob,[3] Nanticoke
Mary Keating,[2] Pittston
James J. Reilly,[2] Pittston
K. Cunningham,[3] Pittston
Eva T. Burke,[1] Pittston
Anna Hines,[1] Pittston
Loretta Howley,[1] Pittston
Mary L. Gillespie,[1] Pittston
Jennie Blewitt,[1] Pittston
Bessie Walsh,[1] Pittston
Elizabeth Battle,[1] Pittston
Delia O'Malley,[1] Pittston
Marie G. Ford,[3] Pittston
Marie C. Collins,[1] Pittston
Mary C. McElhenny,[1] Pittston
Anna G. Cawley,[1] Pittston
Maud Ford,[1] Pittston
Ella Brady,[1] Pittston
Mary J. Barnes,[1] Pittston
Helen Craig MacDonald,[1] Pittston
Kate M. Burke,[3] Pittston
Belinda Carroll,[1] Pittston
Sarah A. Fays,[3] Pittston
Thomas S. Foley,[2] Pittston
Helen M. Spencer,[2] Pittston
Frances Coyle,[2] Pittston
Bernard A. Mullen,[2] Pittston
Enola George,[1] Nanticoke
Ella Custer,[1] Nanticoke
Helen Young,[1] Nanticoke
Ray Watkins,[1] Nanticoke
Bessie Williams,[1] Nanticoke
Kathryn Delaney,[1] Nanticoke
Helen Morgan,[1] Nanticoke
Sophia Morgan,[1] Nanticoke
Eleanor Piekarski,[1] Nanticoke
Nora D. Goff,[1] Nanticoke
Ethel Thomas,[1] Nanticoke
Josephine Fairchild,[1] Nanticoke
Laura Barrall,[1] Nanticoke
Dora Baicker,[1] Nanticoke
Carrie Vivian,[1] Nanticoke
Katherine Gaffikin,[1] Nanticoke
Freda Superka,[1] Nanticoke
Amelia Parfitt,[1] Nanticoke
Jennie Owens,[1] Nanticoke
Mary McCarthy,[1] Nanticoke
Ruth Lecher,[1] Nanticoke
Anna Downing,[1] Nanticoke
Elsie Ashman,[1] Nanticoke
Stella Buckley,[1] Nanticoke
Mary Magee,[1] Nanticoke
Ada Adams,[1] Nanticoke
Beatrice Dietrick,[1] Nanticoke
Nellie O'Brien,[1] Nanticoke
Anna Gaffikin,[1] Nanticoke
Jessie Van Loon,[1] Nanticoke
Bessie Connell,[1] Nanticoke
Emily Vale,[1] Nanticoke
Myron Dielly,[1] Nanticoke
Esther Morgan,[1] Nanticoke
Minetta Boone,[1] Nanticoke
Ethel Ford,[1] Nanticoke
Sara Erke,[1] Nanticoke
Joseph Gallagher,[4] Jeanesville
Josepha Kutzki,[1] Nanticoke
Jane Roberts,[1] Nanticoke
Mary Baurys,[1] Nanticoke
Ruth Davis,[1] Nanticoke
Thomas E. Williams,[1] Nanticoke
Elizabeth Porter,[1] Nanticoke
William Turner,[1] Nanticoke
Mae Williams,[1] Nanticoke
Estelle Edwards,[1] Nanticoke
Mary Oplinger,[1] Nanticoke
Eva Samuels,[1] Nanticoke
John Jones,[1] Nanticoke
Bessie Winter,[1] Nanticoke
Bessie Morgan,[1] Nanticoke
Mary Jones,[1] Nanticoke
Etta Davis,[1] Nanticoke
Helen Hess, Nanticoke
Margaret Werfield,[1] Nanticoke
Marguerite Davis,[1] Nanticoke
Edith Davis,[1] Nanticoke
Annie Trevett,[1] Nanticoke
Mary Williams,[1] Nanticoke
Bessie Dew,[1] Nanticoke
Marguerite Davies,[1] Nanticoke
J. Donald Geist,[3] Hazleton
A. D. Thomas,[2] Hazleton
Mary Coffman,[2] Hazleton
Ward D. Jordan,[2] Hazleton
Maud Giles,[2] Hazleton
Vera Wagner,[3] Hazleton
Nora Dodson,[2] Hazleton
I. D. Sheaffer,[2] Hazleton
J. Sharp Hemphill,[2] Hazleton
August Ringlaben,[2] Hazleton
William Herr,[2] Hazleton
Anna C. Lubrecht,[2] Hazleton
Jessie L. Gilchrist,[2] Hazleton
Ethel Liebensberger,[2] Hazleton
A. E. Greenhalgh,[4] Hazleton
Fred. H. Bachman,[3] Hazleton
Mary Berger,[4] Hazleton
Harry F. Grebey,[3] Hazleton
John Steckroth,[3] Hazleton
H. J. Malkames,[3] Hazleton
Martha Ripple,[1] Hazleton
Mattie Evert,[1] Hazleton
Michael McMonigle,[1] Hazleton
Mary O'Rourke,[1] Hazleton
Hannah Kennedy,[1] Hazleton
Dora Huber Ely,[1] Hazleton
Katie Gillespie,[1] Hazleton
Hallie Stull,[1] Hazleton
Mayme Welsh,[1] Hazleton
Edith Jamison,[1] Hazleton
Katherine Krapf,[1] Hazleton
Margaret Simmons,[1] Hazleton
Ora Lee,[1] Hazleton
Olive Herrett,[1] Hazleton
Nellie Carter,[1] Hazleton
Elizabeth Specht,[1] Hazleton
Ida Gilbert,[1] Hazleton
Lucy Baldy,[1] Hazleton
Margaret Owen,[1] Hazleton
Sue Turner,[1] Hazleton
Carrie Eichler,[1] Hazleton
Bessie Owen,[1] Hazleton
A. Elizabeth Leonard,[1] Hazleton

August Stumpf,[1] Hazleton
Vivian Laubach,[1] Hazleton
Gertrude Yeager,[1] Hazleton
Laura Boone,[1] Hazleton
Millie Smith,[1] Hazleton
May Boyle,[1] Hazleton
Edna Walters,[1] Hazleton
Ella M. Kring,[1] Hazleton
Emma Schaeffer,[1] Hazleton
Marguerite Kisthardt,[1] Hazleton
Nellie Cannon,[1] Hazleton
Elsie Morgan,[1] Hazleton
Ruth Altmiller,[1] Hazleton
Mary D. Rowe,[1] Hazleton
Annie Breslin,[1] Hazleton
Bertelle Laubach,[1] Hazleton
Anna Deeths,[1] Hazleton
Catherine Stumpf,[1] Hazleton
Isabel Byrne,[1] Hazleton
Charlotte Wetteran,[1] Hazleton
Edith Rausch,[1] Hazleton
Cecelia Boyle,[1] Hazleton
Margaret Gormley,[1] Hazleton
Laura Landis,[1] Hazleton
Gertrude Maue,[1] Hazleton
Eliza Goldsworthy,[1] Hazleton
M. Josephine Hauson,[1] Hazleton
Ida Turnbach,[1] Hazleton
Sue Fowler,[1] Hazleton
Emma MacFarlane,[1] Hazleton
Mabel Pauco,[1] Hazleton
Winifred Burke,[1] Hazleton
Katherine Tinner,[1] Hazleton
Bessie Ruth,[1] Hazleton
Katherine Krell,[1] Hazleton
Margaret Andreas,[1] Hazleton
Euphemia Munroe,[1] Hazleton
Stella G. Meyer,[1] Hazleton
D. J. Park,[1] Hazleton
Mary Fey,[1] Hazleton
Verna Schaub,[1] Hazleton
Eva A. Martin,[1] Hazleton
Mary Fullmer,[1] Hazleton
Edna Wilmot,[1] Hazleton
Anna Hill,[1] Hazleton
Wilbert Seitz,[1] Hazleton
Hilda Altmiller,[1] Hazleton
Edith Martin,[1] Hazleton
Elizabeth Noll,[1] Hazleton
Estelle White,[1] Hazleton
Katherine Martin,[1] Hazleton
Mabel Tressler,[1] Hazleton
Frank Petrill,[8] Hazleton
Marie Thompson,[1] Hazleton
Winifred McGeehan,[1] Hazleton
Emma Kline,[1] Hazleton
Christine Martin,[1] Hazleton
Irene Boughner,[1] Hazleton
Alma Mann,[1] Hazleton
J. George Wendel,[8] Hazleton
James Penn,[1] Hazleton
Eleanor Ryan,[1] Hazleton
Verona Bettenhausen,[1] Hazleton
Elizabeth Ryan,[1] Hazleton
Margaret Bigelow,[1] Hazleton
Catherine Glass,[1] Hazleton
Messina Patterson,[1] Hazleton
Mary McNelis,[1] Hazleton
C. E. Hausknecht,[8] Hazleton
Lena Stumpf,[1] Hazleton
Martha Miller,[1] Hazleton
Mary Ryan,[1] Hazleton
Alverna Crouse,[1] Hazleton
Catharine O'Donnell,[1] Hazleton
Charlotte Wetteran,[1] Hazleton
Adele Altmiller,[1] Hazleton
Carrie Schaeffer,[1] Hazleton
Estelle Krapp,[1] Hazleton
Mary O'Donnell,[1] Hazleton
Mary MacFarlane,[1] Hazleton
Laura Grover,[1] Hazleton
Ruth Ocksreider,[1] Hazleton
Lynn A. Hover[8] Hazleton
Ellen Smith,[1] Hazleton
Nelda Kramer,[1] Hazleton
Adele Altmiller,[1] Hazleton
Katherine Dolan,[1] Wilkes-Barre
W. R. Bray,[1] Freeland
Thomas Evans,[1] Freeland
Caroline F. Hicks,[1] Kingston
P. A. Golden,[8] Parsons
Herbert S. Lloyd,[1] Kingston
Agnes W. Mackie,[1] Kingston
Ada M. Gardner,[1] Kingston
J. R. Merkel,[1] Kingston
Anna Duffy,[1] Hollywood, R. D.
Mary Somers,[1] Hollywood, R. D.
Jane Aubrey,[1] Hazleton

Mary Johnson,[1] Jeddo
Sara Sharer,[1] Drifton
Kate Derer,[1] Freeland
Garnet Schleppy,[1] Hazleton
Catherine Sharkey,[1] Hazleton
Annie Sweeney,[1] Harwood Mines
Mary Gallagher,[1] Harwood Mines
Kathryn Martin,[1] Hazleton
Ella Quirk,[1] Jeanesville
John D. Evans,[1] Hazleton
Frank Sharkey,[1] Jeanesville
Andrew Grager,[1] Beaver Brook
Annie McMonigle,[1] Jeddo
Marguerite Rough,[1] Hazleton
Margaret McCullough,[1] Hazleton
Effie E. Miller,[1] Hazleton
Mary Carey,[1] Lattimer Mines
C. Dougherty,[1] Beaver Brook
Mary Burke,[1] Lattimer Mines
Agnes Brislin,[1] Jeddo
S. P. Turnbach,[2] Hazleton
Catherine Shovelin,[1] Drifton
John Gaffney,[1] Ebervale
Ario Jacobs,[1] Milnesville
Mary Barager,[1] Hazleton
Lucy Mann,[1] Hazleton
James McGuiness,[1] Lattimer Mines
Louisa Davis,[1] Drifton
Hattie Cunningham,[1] Drifton
Sarah Shuey,[1] Hazleton
John McShea,[1] Hazleton
Madge Scott,[1] Hazleton
Edna Gettinger,[1] Milnesville
Cecil Cullen,[1] Hazleton
Mary Dougherty,[1] Harwood Mines
Annie Helferty,[1] W. Hazleton
Mary Burns,[1] Milnesville
Margaret Williams,[1] Hazleton
John McNertney,[1] Hazleton
Peter Reilley,[1] Jeanesville
Owen Sharkey,[1] Lattimer Mines
Anna May Fagan,[1] Lattimer Mines
Mary O'Donnell,[1] Lattimer Mines
Franklin Bommer,[1] Milnesville
Annie Kinney,[1] Harwood Mines
Aubrey Cook,[1] Hazleton
Wm. Davis,[1] Milnesville
Jean Taylor,[1] Hazleton
M. W. Garrette,[8] Hazleton
Philip Clark,[1] Jeanesville
Anna E. Dougherty,[1] Hazleton
Emma Hartranft,[1] Harwood Mines
Edith Brach,[1] Harwood Mines
Emily Bell,[1] Drifton
Annie O'Donnell,[1] Eberville
William Fultz,[1] Eberville
Joseph B. Gabrio,* Hazleton
Robert Clemens,[1] McAdoo
Amos Hinkle,[1] Hazleton
Edna Goldecke,[1] Hazleton
Edith Dunkerby,[1] Hazleton
Ida M. Roderick,[1] Hazleton
Cassie Mallory,[1] Drifton
Mary Bonner,[1] Drifton
Lulu Pengelly,[1] Hazleton
Maria McCarron,[1] Hazleton
Clarence Hall,[1] Lattimer Mines
Andrew Branigan,[1] Jeddo
Florence Roberts,[1] Hazleton
Miss L. Peifer,[1] Wilkes-Barre
Agnes McGann,[1] Wilkes-Barre
Geraldine Mooney,[1] Wilkes-Barre
Elizabeth Smoulter,[1] Wilkes-Barre
Anna Kernan,[1] Wilkes-Barre
Charles H. Weaver,[8] Wilkes-Barre
Mary Flanagan,[1] Wilkes-Barre
Nellie A. Frantz,[8] Wilkes-Barre
Ida M. Eyer,[1] Wilkes-Barre
G. W. Houck,[8] Ashley
Alice Phillips,[2] Wilkes-Barre
Alexander McCaa,[2] Wilkes-Barre
D. W. Davis,[2] Wilkes-Barre
Ermine Jones,[2] Wilkes-Barre
Grace Williams,[2] Wilkes-Barre
Ruth Spalding,[2] Wilkes-Barre
Ruth Howell,[2] Wilkes-Barre
I. H. Winter,[2] Wilkes-Barre
Mary McMahon,[1] Wilkes-Barre
Elizabeth McMurtie,[2] Wilkes-Barre
Mary B. Gallagher,[1] Wilkes-Barre
Sarah LeGrand,[1] Wilkes-Barre
K. L. Koemer,[3] Wilkes-Barre
Ann Davis,[1] Wilkes-Barre
John F. Shovlin,[8] Wilkes-Barre
Katharine L. Holton,[1] Wilkes-Barre
Bessie C. McMahon,[1] Wilkes-Barre
Susie G. Gallagher,[1] Wilkes-Barre
Ruth H. Coolbaugh,[1] Wilkes-Barre

D. J. Mahoney,[3] Wilkes-Barre
Mrs. A. L. Ashley,[1] Wilkes-Barre
Annie Weir,[1] Wilkes-Barre
C. Beardslee,[1] Dorrancetown
Laura Smith,[1] Wilkes-Barre
Augusta McCarthy,[1] Wilkes-Barre
J. J. Maguire,[3] Wilkes-Barre
Nellie Leach,[1] Wilkes-Barre
May Mulhall,[1] Wilkes-Barre
Marie Gallagher,[1] Wilkes-Barre
May Kenny,[1] Wilkes-Barre
Nellie Reynolds,[1] Wilkes-Barre
Elizabeth Regan,[1] Wilkes-Barre
Eleanor Brown,[1] Wilkes-Barre
Dorothy Powell,[3] Wilkes-Barre
Mary Maloney,[1] Wilkes-Barre
Nora Ward,[1] Wilkes-Barre
J. J. Markle,[2] Wilkes-Barre
John C. Hart,[3] Wilkes-Barre
Kathryn Toohey,[2] Wilkes-Barre
E. L. Verlenden,[2] Wilkes-Barre
E. L. Whatenicht,[1] Forty-Fort
Malcolm Leanord,[1] Wilkes-Barre
F. R. Shingle,[8] Wilkes-Barre
A. M. McCadden,[1] Wilkes-Barre
Lulu Miller,[1] Wilkes-Barre
Irene Murray,[1] Wilkes-Barre
Margaret Morgan,[3] Wilkes-Barre
Elizabeth Tippett,[1] Wilkes-Barre
Anna Thomas,[1] Wilkes-Barre
Mary Mulhern,[1] Wilkes-Barre
Elizabeth Austin,[3] Wilkes-Barre
Barbara Mullally,[1] Wilkes-Barre
Maude A. Kenny,[1] Wilkes-Barre
Kate Williams,[1] Wilkes-Barre
Robert B. Treible,[3] Wilkes-Barre
E. Gertrude Carroll,[1] Wilkes-Barre
Marie O'Dea,[1] Wilkes-Barre
May M. Brown,[1] Wilkes-Barre
Myrtle Belles,[1] Wilkes-Barre
Jeanette Groh,[1] Wilkes-Barre
Ruth A. Regan,[1] Wilkes-Barre
James F. Harton,[3] Wilkes-Barre
Samuel Baird,[3] Wilkes-Barre
F. Dobson,[2] Wilkes-Barre
H. C. Frey,[2] Wilkes-Barre
Mabel Bell,[2] Wilkes-Barre
Agnes C. Boyer,[2] Wilkes-Barre
Ida M. Brenner,[2] Wilkes-Barre
H. C. Booth,[1] Wilkes-Barre
Ambrose Melan,[1] Wilkes-Barre
G. F. Hutter,[1] Wilkes-Barre
J. L. Nygren,[1] Wilkes-Barre
Louise L. Becker,[1] Wilkes-Barre
Harry Wilorick,[1] Wilkes-Barre
J. M. Crandall,[1] Wilkes-Barre
J. H. Super, Jr.,[2] Wilkes-Barre
D. L. O'Neill, Jr.,[3] Wikes-Barre
Anna E. Garrahan,[1] Wilkes-Barre
Helen L. Patterson,[1] Wilkes-Barre
N. A. Monahan,[1] Wilkes-Barre
Bella McGuigan,[1] Wilkes-Barre
A. A. Mollahan,[1] Wilkes-Barre
Ella V. Flynn,[1] Wilks-Barre
B. I. Bertels,[1] Wilkes-Barre
Marion Wagner,[1] Wilkes-Barre
Mary E. Farrell,[1] Wilkes-Barre
Thomas Santee,[3] Wilkes-Barre
Mary Leach,[1] Wilkes-Barre
Anna M. Griesmer,[1] Wilkes-Barre
John W. Potter,[2] Wilkes-Barre
Norman C. Uhler,[2] Wilkes-Barre
Nan S. Coughlin,[2] Wilkes-Barre
J. L. Welter,[2] Dorrancetown
H. H. Zeiser,[2] Wilkes-Barre
Fred L. Newhart,[2] Wilkes-Barre
Rosa Greenstew,[2] Wilkes-Barre
Allen Bacon,[2] Wilkes-Barre
Charles Morgan,[2] Wilkes-Barre
Lena Faulds,[1] Wilkes-Barre
N. A. Ritshie,[2] Wilkes-Barre
Paul D. Mackin,[2] Wilkes-Barre
Queen O'Malley,[2] Wilkes-Barre
J. S. Armstrong,[2] Wilkes-Barre
Elizabeth Steiger,[2] Wilkes-Barre
Samuel B. Fares,[2] Wilkes-Barre
Frances V. Frisbie,[2] Wilkes-Barre
Marion Sturdevant,[2] Wilkes-Barre
Anna G. Stahl,[2] Wilkes-Barre
Mary Watts,[1] Wilkes-Barre
Anna Boheen,[1] Wilkes-Barre
Rose Monahan,[1] Wilkes-Barre
Claire Brown.[1] Wilkes-Barre
Caroline Gloman,[1] Wilkes-Barre
C F. Harvey,[3] Wilkes-Barre
Sarah Kelly,[1] Wilkes-Barre
Ethel Coronway,[1] Wilkes-Barre
Geraldine Culver,[1] Wilkes-Barre

Eleanor G. Dennis,[1] Wilkes-Barre
Eleanor F. Brown,[1] Wilkes-Barre
Rose A. Cohen,[1] Wilkes-Barre
Elizabeth Griffiths,[1] Wilkes-Barre
Anna F. Bywater,[1] Wilkes-Barre
Annetta K. Friel,[1] Wilkes-Barre
Miss C. H. Stark,[3] Wilkes-Barre
E. D. Phillips,[3] Wilkes-Barre
Mae Patterson,[1] Wilkes-Barre
Marion Griesmer,[1] Wilkes-Barre
Anne T. Cawley,[1] Wilkes-Barre
May Reichard,[1] Wilkes-Barre
Anna M. Paulson,[1] Wilkes-Barre
Margaret Barrett,[1] Wilkes-Barre
J. F. Smith,[3] Wilkes-Barre
Dora Koerner,[1] Wilkes-Barre
Bess Wentzell,[4] Wilkes-Barre
Bessie Coughlin,[1] Wilkes-Barre
Mary Mulvey,[1] Wilkes-Barre
G. D. Blanchard,[1] Dorrencetown
J. P. Breidinger,[3] Wilkes-Barre
J. O. Herman,[4] Edwardsville
F. J. Regan,[4] Duryea
Elizabeth Dougher,[4] Pittston

LYCOMING—144.

G. B. Milnor,* Muncy
Fred. W. Robbins,* Williamsport
G. D. Barbey,[4] Williamsport
Helen M. Laubach,[1] Williamsport
Geo. H. Hugus, Williamsport
Rena Trankelberger,[1] Williamsport
Mable Eck,[1] Montoursville
Ada E. Kook,[1] Williamsport
F. A. Lehman,[1] Williamsport
Katherine Culhan,[1] Williamsport
Ella J. Stevenson,[1] Williamsport
Mary F. Gilmore,[1] Williamsport
Eva E. Moyer,[1] Williamsport
Josephine A. Gaun,[1] Williamsport
Arthur S. Gilmore,[1] Williamsport
John W. Gilmore,[3] Williamsport
H. Edith Cawley,[3] Williamsport
Caroline M. Mills,[1] Williamsport
Mary Brown,[1] Newberry
Emily Grier,[1] Newberry
J. F. McMurray,[3] S. Williamsport
C. A. McCollum,[1] Williamsport
Alice S. Hess,[1] Williamsport
Laura M. Freed,[1] Williamsport
Harriet L. Taylor,[1] Williamsport
Emma Vollmer,[1] Williamsport
Lulu M. Hartman,[1] Williamsport
Marguerite Quigley,[1] Williamsport
Martha Hartman,[1] Williamsport
Mary B. Smith,[1] Williamsport
Helen Wolf,[1] Williamsport
F. E. Wilson,[1] Williamsport
Harry J. Balls,[1] Williamsport
Emily R. Ebling,[1] Williamsport
A. M. Weaver,[1] Williamsport
Mary Braine,[1] Williamsport
H. A. Sterner,[1] Williamsport
Gertrude Myers,[1] Williamsport
Ruth Graybill,[1] Williamsport
Mrs. Anna Green,[1] Williamsport
Mary Ault,[1] Williamsport
L. J. Ulmer,[1] Williamsport
D. D. Hollenbaugh,[1] Williamsport
Mary Galbraith,[1] Williamsport
Emma Kiess,[1] Williamsport
Harry Houck,[1] Williamsport
Louise MacMillan,[1] Williamsport
Albra Reeder,[3] Williamsport
Virginia Martin,[1] Williamsport
Ruth Paul,[1] Williamsport
Catherine Tuck,[1] Williamsport
Katherine Kaupp,[1] Williamsport
A. L. Pepperman,[3] Williamsport
Annie E. Donnel,[1] Williamsport
Mabel Hahn,[1] Williamsport
Mabel Collins,[1] Williamsport
Alice Platt,[1] Williamsport
Lillian Peter,[1] Williamsport
Caroline Stabler,[1] Williamsport
W. W. Stiber,[3] Williamsport
J. A. Tyson, Williamsport
P. M. Bullord,[3] Williamsport
S. B. Dunlap,[1] Muncy
Lloyd Rogers,[1] Muncy
Laura Weaver,[1] Muncy
Edna Heberling,[1] Muncy
Alice J. Stadden,[1] Williamsport
Ida Stokes,[1] Muncy
Edna Schloch,[1] Muncy
Margaret Love,[1] Muncy
Martha Beeber,[1] Muncy
Rachel Meck,[1] Muncy
Mary Wilson,[1] Muncy
Jessie Shoemaker,[1] Muncy
Martha Schuyler,[1] Muncy
J. G. Dundore,[1] Jersey Shore
F. H. Painter,[1] Jersey Shore
Elizabeth Curts,[1] Jersey Shore
Helen Levegood,[1] Jersey Shore
Wm. Vandergrift,[1] Jersey Shore
Elizabeth Cline,[1] Jersey Shore
Clara Johnson,[1] Jersey Shore
Maude Garman,[1] Jersey Shore
Belle Schwer,[1] Jersey Shore
Bou Barker,[1] Jersey Shore
Emma Axman,[1] Jersey Shore
John G. Sheridan,[1] Muncy
Martha Brass,[1] Muncy
E. F. Bitler,[1] Muncy
Thomas Lockard,[1] Montgomery
Lester K. Ade,[1] Montgomery
Edith Collins,[1] Montgomery
Aura Minsker,[1] Montgomery
Reba Morgart,[1] Montgomery
Lawrence Waltz,[1] Montgomery
Florence Strouse,[1] Montgomery
Olive Hunter,[1] Montgomery
Elsie Bair,[1] Montgomery
R. L. Hausknecht,[1] Williamsport
L. M. Baker,[1] Williamsport
Zella Pepperman,[1] Williamsport
Helena Beauvier,[1] Williamsport
C. B. Reun,[1] S. Williamsport
A. B. Elder,[1] Williamsport
Harriet Jones,[1] Williamsport
Lewis W. Mack,[1] S. Williamsport
Mae Nicely,[1] Williamsport
Helen Kase,[1] S. Williamsport
Louise Lehman,[1] Williamsport
Alice Updegraff,[1] Williamsport
Lawrence Swartz,[1] S. Williamsport
Alma Edler,[1] Williamsport
Annie Hagerman,[1] Montoursville
George C. Stahl,[1] Montoursville
G. R. Styer,[1] Montoursville
David Updegraff,[1] Montoursville
Cora Rinn,[1] Glenn
Sadie Mack,[1] Glenn
Margaret Kutz,[1] Hughesville
Frank E. Opp,[1] Hughesville
Chester Boyer,[1] Hughesville
Raymond Connelly,[1] Linden
L. W. Reibe,[1] Ralston
S. L. Wilson,[1] Ralston
Mary Harer,[1] Salladasburg
Mildred Campbell,[1] Cammal
Hazel Raemore,[1] Cammal
Gertrude Cole,[1] Marsh Hill
Grace Thompson,[1] Picture Rocks
E. J. Maloney,[1] Masten
Anna Mulcahy,[1] Brompton
Teresa Logue,[1] Kellysburg
Ida Burns,[1] Kellysburg
George Ging,[1] Kellysburg
Nellie Logue,[1] Nisbet
C. E. Kauffman,[1] Oval
D. E. Gaun,[1] Oval
Pansy Ramsey,[1] Ramseyville
Hattie Clark,[1] Collomsville
Irvin Holmes,[1] Mawr Glen
Cloyd McCarty,[1] Mawr Glen
Archie Worthington,[1] Mawr Glen
Lester Poust,[1] Tivoli
Bruce Bartlow,[1] Hepburnville

MCKEAN—36.

C. M. McNaughton,[4] Hazelhurst
F. R. Neild,* Kane
C. E. Hilborn,[3] Kane
Eldora Flint,[1] Kane
Julia Jones,[1] Kane
Fannie Lytle,[1] Kane
Jennie D. Shenton,[1] Kane
Margaret Boles,[1] Kane
Achsah Bowen,[1] Kane
Katharine C. Doley,[1] Kane
Hildegarde Foss,[1] Kane
Ethel M. Gregg,[1] Kane
Frances M. Russell,[1] Kane
Electa H. Fisk,[3] Kane
Isabel Gildersleeve,[1] Kane
Carolyn P. Harris,[1] Kane
Margaret S. McEwen,[3] Kane
T. Belle Quay,[1] Kane
Olga Bengston,[1] Kane
Adah Rifle,[1] Kane
Stella McKnall,[1] Kane
Eugenia E. Holcomb,[1] Kane
Nettie A. Russell,[1] Kane
Viola G. Bailey,[1] Kane
Anna Fleming,[1] Kane
Patricia B. McMahon,[1] Kane
Mayme Marsh,[1] Kane
Florence E. Cooper,[1] Kane
Eva M. Brenoll,[1] Kane
Winnie B. Diehl,[1] Kane
Ina M. Smail,[1] Kane
Laura Harding,[1] Kane
E. E. Schermerhorn,* Bradford
James F. Butterworth,[3] Bradford
Florence Phillips,[4] Bradford
Ella McCullough,[1] Bradford

MERCER—85.

H. E. McConnell,* Mercer
W. D. Gamble,* Sharon
Weir C. Ketler,[7] Grove City
G. Z. Gerberich,* Greenville
Mary Wood,[8] Sharon
C. G. Canon,[1] Sharon
Carrie Durham,[1] Sharon
Martha Browne,[8] Sharon
Mary Crain,[1] Sharon
Margaret Kerr,[1] Sharon
Grace Kerr,[1] Sharon
Florence Albin,[8] Sharon
Grace Hamilton,[1] Sharon
Ella Boyce,[1] Sharon
Mary McCrumb,[1] Sharon
Georgia Flinn,[1] Sharon
Adele Sarver,[1] Sharon
P. A. Jones,[3] Sharon
W. M. Diefenderfer,[1] Sharon
Warren J. Ellis,[1] Greenville
John E. Sherk,[1] Greenville
William M. Johnston,[4] Sharpsville
S. D. Rodgers,[1] Grove City
Anna A. Zetner,[1] Sharon
Irma J. White,[1] Mercer
Nettie G. Hays,[1] Fredonia
Florence Hodge,[1] Jackson Centre
Bessie Porter,[1] Mercer
Gladys Homer,[1] Transfer
Rachael Davis,[1] Mercer
Miss Clair L. Reno,[1] Sharpsville
Grace Buxlon,[1] Mercer
Estella Cochran,[1] Jackson Centre
Paul D. Voorhies,[1] Sandy Lake
Mary F. Eckles,[1] Clarks Mills
H. H. Hedghis,[1] Mercer
Grace Anderson,[1] Mercer
Harold Stevenson,[1] Kennard
R. A. Ebbert,[3] Sandy Lake
Nellie Pallon,[1] Sandy Lake
Bessie Orr,[1] Sandy Lake
Clara McCullough,[1] Sandy Lake
S. A. Cooper,[3] Stoneboro
Sylvia A. Yeager,[1] Stoneboro
Ida M. Gumfory,[1] Stoneboro
Florence Cann,[1] Stoneboro
S. R. Craig,[3] Mercer
Sara Mickum,[1] Mercer
Louise McClellan,[1] Mercer
Gladys Wilson,[1] Stoneboro
Anna Hanford,[1] Stoneboro
Bessie Miller,[1] Stoneboro
H. M. B. Lehn,[4] Grove City
Edna Cozard,[1] Grove City
Mable Irvin,[1] Grove City
Edna Hindman,[1] Grove City
Eletha Dible,[1] Grove City
Alice McCoy,[1] Grove City
Ella Campbell,[1] Grove City
Eugenia Coulter,[2] Grove City
I. D. Garard,[2] Grove City
G. H. Crowther,[2] Grove City
Nancy Frew,[1] Grove City
Edna L. Hoover,[1] Grove City
H. Joe Coulter,[1] Grove City
Selkirk Burgess,[4] Grove City
R. Washabaugh,[1] Grove City
Bess B. Campbell,[1] Grove City
J. L. Turner,[2] Grove City
Lorene Young,[1] Grove City
M. Washabaugh,[1] Grove City
Mrs. Edith Houston,[1] Grove City
Eletha Philpott,[1] Grove City
Mary Gardner,[1] Grove City
Mrs. Burrows,[1] Grove City
Ruth Love,[1] Grove City
Marguerite Miller,[1] Grove City
Mary Ellen Bell,[1] Grove City
Janet Butler,[1] Grove City
Linnie Yard,[1] Grove City
Ethel Bovard,[1] Grove City
Kate G. Barnes,[1] Grove City
Margaret Houston,[1] Grove City

Genevieve McBride,[1] Grove City
M. J. Breckenridge,[1] Grove City

MIFFLIN—52.

Lawrence Ruble,* McVeytown
T. L. Brooks,* Lewistown
H. W. Firth,[3] Yeagertown
Jos. W. Billow,[3] Lewistown
Harry C. Sieber,[3] Lewistown
Mary L. Wendt,[3] Lewistown
Marietta J. Wetteran,[1] Lewistown
Ethel Bratton,[1] Lewistown
Isabella Shimp,[1] Lewistown
Silas A. Rice,[3] Lewistown
Kate Swan,[1] Lewistown
Flora Selheimer,[1] Lewistown
Rhoda U. Mayer,[1] Lewistown
Della Garrett,[1] Lewistown
Clare Miller,[1] Lewistown
Carrie Hamilton,[1] Lewistown
Claire Kiefaber,[1] Lewistown
Sara Steinberger,[1] Lewistown
Arthur C. Ferry,[1] Lewistown
Dora A. Wilcox,[1] Lewistown
Clara Sheesley,[1] Lewistown
Maude Florus,[1] Lewistown
Gertrude Mertz,[1] Lewistown
Margaretta Shaw,[1] Lewistown
Edith O. Witherspoon,[1] Lewistown
Fannie E. Cramer,[1] Lewistown
Robert B. Taylor,[1] Lewistown
Orella Cramer,[1] Lewistown
Hazel Auker,[1] Lewistown
Maude A. Dorsey,[1] Lewistown
Eleanor Wilson,[1] Lewistown
J. Pearle Kays,[1] Lewistown
W. J. Fisher,[3] Lewistown
Margaret Romig,[1] Reedsville
Bertha Wilson,[1] McVeytown
H. W. Bollinger,[1] Newton Hamilton
J. P. Kauffman,[3] McVeytown
J. W. Yoder,[7] Belleville
N. M. Gardner,[1] Belleville
Grace Felker,[4] Lewistown
Paul D. Womeldorf,[3] Burnham
Kate E. Harvey,[1] Milroy
Milton W. Russler,[1] Belleville
Charles E. Hilbish,[3] Reedsville
C. W. Oldt,[1] Lewistown
John B. Boyer,[3] Milroy
James F. Wills,[3] Belleville
Edith Cole,[3] Burnham
Katie E. Winegardner,[1] Milroy
Rae Freese,[1] Milroy
R. T. Alexander,[1] Naginery
Eleanor Snook,[1] Milroy

MONROE—7.

Frank Koehler,* Stroudsburg
Robert Brown,[3] Stroudsburg
E. L. Kemp,[6] E. Stroudsburg
Charles A. Goss,[3] E. Stroudsburg
M. C. Rosenberger,[4] E. Stroudsburg
Ella Kurtz,[4] E. Stroudsburg
Russell B. Walters,[3] Bushkill

MONTGOMERY—182.

J. Horace Landis,* Norristown
Wm. W. Rupert,* Pottstown
S. Edgar Downs,* Ardmore
G. L. Omwake,[8] Collegeville
A. S. Martin,* Norristown
William Melchoir,[3] Narberth
W. D. Beyer,[3] Norristown, R. 3
H. M. Dickinson,[3] Chestnut Hill
Caroline E. Niblo,* Conshohocken
H. P. Tyson,[4] Collegeville
G. H. Davidheiser,[1] Gilbertsville, 1
Fannie Conley,[1] [illegible]bourne
Ida Chandler,[1] [illegible]tenham
Sara Ely,[1] Chelt[illegible]am
O. W. Ackerman, [illegible] Elkins Park
A. Mabel Hobson, Collegeville
E. C. Weller,[1] Ard[illegible]ore
Colin C. Boden,[1] [illegible]er Darby
S. L. Shanaman,[1] [illegible]rdmore
F. V. Rinehart,[1] Conshohocken, 1
Wm. P. Nash,[1] Narberth
C. B. Pennypacker,[1] Ardmore
M. Elsie Booneman,[1] Pottstown
Emma V. Haldeman,[1] Pottstown
Margaret Missimer,[1] Pottstown
Clara L. Smalshaf,[1] Pottstown
Ethel M. Spare,[1] Pottstown
Marie A. Guss,[1] Pottstown
L. J. Loveland,[1] Pottstown
Viola Marple, Pottstown
N. S. Martin, Pottstown, 1
C. B. Bassett,[1] Pottstown
Alma Jacobs,[1] Pottstown
Ida C. Hottenstein,[1] Pottstown
Nellie Mertz,[1] Pottstown
W. Y. Fryer,[1] Pottstown
M. Irene Boyer,[1] Pottstown
Elizabeth Newlin,[1] Pottstown
Florence Newlin,[1] Pottstown
A. M. VanSkite,[1] Pottstown
Mrs. Belle Moncrieff,[1] Pottstown
Anna E. Stewart,[1] Pottstown
Helen Wise,[1] Pottstown
L. Arnet Shiffert,[1] Pottstown
Mary Schuyler,[1] Pottstown
Winifred Smith,[1] Pottstown
Ida W. Faust,[1] Pottstown
Ruth M. Hartenstine,[1] Pottstown
Elizabeth Biederwolf,[1] Pottstown
Margaret Crater,[1] Pottstown
Mary Mertz,[1] Pottstown
Stephen H. Crager,[1] Pottstown
Anna Dairdheiser,[1] Pottstown
Emma Hunsberger,[1] Pottstown
Laura R. Ecker,[1] Pottstown
Samuel F. Baer,[1] Pottstown
Katherine Hartneth,[1] Pottstown
Elizabeth Ware,[1] Pottstown
Anna Nagle,[1] Pottstown
Mary Krause,[1] Pottstown
Katherine Mauger,[1] Pottstown
L. D. Showalter,[1] Pottstown
M. T. Welsh,[1] Pottstown
Katherine Kutz,[1] Pottstown
Elizabeth S. Kriebel,[3] Lansdale
Elmira K. Heebner,[8] Glenside
Mary A. Valentine,[1] Glenside
Charlotte Heath,[1] Jenkintown
Anna H. Mathers,[1] Glenside
Mary Refsnyder,[1] Glenside
Margaret Souders,[1] Glenside
C. E. Karlson,[1] Elkins Park
Anna V. Horn,[1] Glenside
W. R. Walters,[3] Elkins Park
James L. Strut,[1] Elkins Park
C. E. Sohl,[1] Elkins Park
Ethel V. Kruger,[1] Elkins Park
Isabel McSpanan,[3] Ashbourne
John W. Wieder,[8] Abington
T. J. Steltz,[8] W. Conshohocken
Dorothy Holland,[1] Ardmore
Edna B. Blood,[1] Ardmore
Ethel M. Baker,[1] Ardmore
Mabel M. Stacey,[1] Ardmore
Lydia B. Macpherson,[1] Ardmore
Miriam V. Ristine,[1] Bryn Mawr
Laura B. Staley,[1] Ardmore
Mary C. Pyne,[1] Ardmore
Margaret C. Mackey,[1] Ardmore
Kathryn L. Rapp,[1] Ardmore
John D. Speer,[1] Ardmore
Maud K. Butz,[1] Ardmore
Elizabeth I. Ohmit,[1] Ardmore
Jean V. Ohmit,[1] Ardmore
Mary F. Cronin,[1] Ardmore
May M. Flannery,[1] Ardmore
Marguerite W. Burge,[1] Ardmore
Minnie E. Hayden,[1] Bryn Mawr
Elizabeth G. Blair,[1] Newton Square
Anna P. Cronin,[1] Ardmore
Maye C. Duffield,[1] Ardmore
Eva A. Palmer,[1] Ardmore
Ethel B. Plank,[1] Narberth
Caroline M. Smith,[1] Ardmore
Elizabeth A. Usher,[1] Wayne
S. Jennie Woods,[1] Ardmore
Jessie M. Jenkins,[1] Ardmore
R. J. Morrison,[1] Wayne
Mary E. Dimm,[1] Manayunk
Alice B. Carn,[1] Fort Washington
Florence M. Rogers,[1] Ardmore
Sara A. Fite,[1] Cynwyd
Elizabeth I. Wagner,[1] Mont Clare
Sophie Kefer,[1] Bryn Mawr
Mary D. Bechtel,[1] Bryn Mawr
Mary B. Bartman,[1] Bryn Mawr
Mabelle E. Bostwick,[1] Ardmore
Adele M. Sassaman,[1] Bala
Edith McMorris,[1] Ardmore
Effie Williams,[1] Bryn Mawr
Mary E. Brindle,[1] Bryn Mawr
Rachel A. McCurdy,[1] Ardmore
Florence L. Hoffman,[1] Cynwyd
Ella N. DeGrant,[1] Gladwyn
Irene M. Hufty,[1] Conshohocken
Elsie V. Campbell,[1] Ardmore
Grace E. Allebach,[1] Gladwyn
Nealie W. Coale,[1] Gladwyn
Alma S. Althouse,[1] Gladwyn
Ida F. Wetherill,[1] Pencoyd
Mrs. E. M. Minshall,[1] Strafford
Emily S. Homer,[1] Narberth
M. Ruth Bowman,[1] Norristown
LeRoy A. King,[4] Jenkintown
Dr. John Leckie, Cheltenham
Marian Reilly,[1] Bryn Mawr
C. C. Peters,[4] Royersford
Eva V. Rowley,[1] Conshohocken
James D. Arnold,[3] Norristown
Ella S. Ruddoch,[1] Norristown
A. D. Eisenhower,[3] Norristown
John M. Grove,[1] Norristown
Mary J. Woodmansee,[1] Norristown
Claudia B. Guie,[1] Norristown
E. Irene Clark,[1] Norristown
M. Katharine Fisher,[8] Norristown
Mary B. Long,[1] Norristown
Martha J. Hanson,[1] Norristown
Arvilla Hart,[1] Norristown
Elizabeth S. Wintter,[1] Norristown
Harriet M. Clarke,[1] Norristown
Joseph Miller,[8] Norristown
A. May Gougler,[1] Norristown
Maud Shenkle,[1] Norristown
Emeline Seiser,[1] Norristown
Elizabeth Roehm,[1] Norristown
E. M. Detwiler,[8] Norristown
Sarah E. Fry,[1] Norristown
I. C. Eakin,[1] Norristown
A. L. Gehman,[3] Souderton
Frank L. Cloud,* Conshohocken
Lillie Steele,[1] Conshohocken
Maud Sageheer,[1] Conshohocken
S. Ella Davis,[1] Conshohocken
Emilie Jefferies,[1] Conshohocken
E. Markley,[1] Conshohocken
Maud Liggett,[1] Conshohocken
Martha Slingluff,[1] Conshohocken
Elizabeth Dewees,[1] Conshohocken
Lewis Schall,[1] Conshohocken
A. M. Shaw,[1] Ardmore
Ardree Rorabaugh,[4] Elkins Park
J. M. Fisher,[4] Ambler
Edward S. Ling,* Glenside
Bertha B. Barr,[1] Philadelphia
Elias L. Flack,[8] Abington
Cora Suiter,[1] Philadelphia
Edgar A. Meder,[1] Abington
Louise Crownover,[1] Philadelphia
Carl W. Fleck,[1] Abington
Marian M. Mathers,[1] Jenkintown
E. W. Erney,[1] Pennsburg

MONTOUR—24.

Charles W. Derr,* Washingtonville
D. N. Diffenbacher,* Danville
J. C. Carey,[3] Danville
Mrs. Jennie B. Moore,[1] Danville
Maggie Madden,[1] Danville
Jennie Lawrence,[1] Danville
Prudence Blizzard,[1] Danville
Marriet Bondman,[1] Danville
Sara Wilson,[1] Danville
Harriet Fry,[1] Danville
Verna Reed,[1] Danville
Greta Udehofen,[1] Danville
Martha Keim,[1] Danville
Jeanette Pickard,[1] Danville
Alice Bird,[1] Danville
Rachel Goodall,[1] Danville
Tillie James,[1] Danville
Marie Roney,[1] Danville
Helen Tooly,[1] Danville
Anna Lloyd,[1] Danville
Katherine Bennetts,[1] Danville
Margaret Crossley,[1] Danville, R. D.
Leonina Seasholtz,[1] Danville
Helen Pegg,[3] Danville

NORTHAMPTON—160.

Geo. A. Grim,* Nazareth
Robert E. Laramy,* Easton
Wm. G. Cleaver,* Bethlehem
Rev. J. H. Clewell,[8] Bethlehem
W. D. Landis,* Northampton
A. J. Reinhard,[3] Hellertown
Albert G. Rau,[8] Bethlehem
S. H. Gapp,[8] Bethlehem
Percy Hughes,[8] S. Bethlehem
Anna Montanye,[1] Bangor
E. B. Landis,[1] Bangor
J. W. Gruver,* Bangor
Wilmer M. Landis,[1] Bangor
Agnes M. Ross,[2] Bethlehem
Isabel Smith,[1] Bethlehem
Gertrude Hafner,[1] Bethlehem
Julia Schroeder,[1] Bethlehem

J. Raymond Christ,[3] Bethlehem
Clara Sassaman,[1] Fountain Hill
Grace Reiter,[1] Bethlehem
Annie Goth,[3] Bethlehem
Ella Heberling,[1] Bethlehem
Helen G. Bieber,[1] Bethlehem
Annie Hemsath,[1] Bethlehem
Bessie Straub,[1] Bethlehem
Maude Nickum,[1] Bethlehem
Mamie Heffelfinger,[1] Bethlehem
Florence Baas,[1] Bethlehem
W. D. Seyfried,[3] Bethlehem
Annie Murry,[1] Bethlehem
Elda Schmehl,[1] Bethlehem
Mary Thomas,[1] Bethlehem
Emily Bishop,[1] Bethlehem
Margaret Rees,[1] Bethlehem
Laura Nolf,[1] Bethlehem
Edith Nickum,[1] Bethlehem
Sallie H. Billee,[1] Bethlehem
Marian Murray,[1] Bethlehem
A. S. Gruver,[3] Bethlehem
Mary S. Stocker,[4] Bethlehem
I. H. Bartholomew,[3] Bethlehem
Lillie Deemer,[1] Bethlehem
Grace Barthold,[1] Bethlehem
Frances Roest,[1] Bethlehem
J. M. Diefenderfer,[3] Bethlehem
Emma Benner,[1] Bethlehem
Lillian Mullen,[1] Bethlehem
Lillian Serfass,[1] Bethlehem
Antoinette Bishop,[1] Bethlehem
B. D. Kurtz,[1] Bethlehem
Helen Smith,[4] Bethlehem
J. H. Diefenderfer,[3] Bethlehem
Paul J. Sanders,[2] Bethlehem
Elizabeth A. Pearson,[1] Easton
Agnes L. Brittner,[1] Easton
Susan L. Fallon,[1] Easton
Florence E. Chegwidden,[1] Easton
Jessie I. Rundle,[1] Easton
Elizabeth Zinn,[1] Easton
M. W. Killough,[1] Easton
Mary A. Bachman,[1] Easton
Henry F. Mengle,[1] Easton.
Laura C. DeHart,[1] Easton
Minnie R. Laubach,[1] Easton
Jeanette B. Jacobson,[1] Easton
E. C. Brinker, Sr.,[3] Easton
Alice E. Lerch,[1] Easton
Alice Lerch,[1] Easton
W. G. Hamilton,[1] Easton
Grace Kidney,[1] Easton
Helen Kauffman,[1] Easton
Elizabeth T. Kane,[1] Easton
Anna M. Drew,[1] Easton
Mary E. Sheeran,[1] Easton
Clinton S. Felmlee,[3] Easton
Cora A. Beers,[1] Easton
Sue E. Kahler,[1] Easton
Carrie H. Eichman,[1] Easton
Grace O. Brader,[1] Northampton
J. Fenstermacher,[1] Northampton
I. L. Sheaffer,[1] Northampton
F. M. Bock,[1] Northampton
S. C. Frankenfield,[3] Northampton
E. F. Palm,[1] Northampton
Amy M. Scholl,[4] Northampton
M. K. Knecht,[1] Northampton
Sue J. Tolan,[1] Northampton
Helen I. Reinhard,[1] Northampton
R. L. Berkemeyer,[1] Northampton
Mary E. Kurtz,[1] Northampton
Clara M. Werley,[1] Northampton
Helen J. Barberey,[1] Easton
Herbert A. Albright,[4] Easton
A. J. LaBarre,[4] Easton
S. Raymond Waterbor,[3] Easton
A. I. Rockafellow,[1] Easton
Eva J. Edelman,[1] Easton
Sallie C. Hawk,[1] Easton
Evelyn P. Ivey,[1] Easton
Edith H. Williams,[1] Easton.
Sallie Seiple,[1] Easton
Charles F. Stecker,[1] Easton
Jennie L. Thomas,[1] Easton
Anna M. Siegfried,[1] Easton
Jennie H. Griffin,[1] Easton
Bessie M. Haytock,[1] Easton
Florence G. Reichard,[1] Easton
Lillian King,[1] Easton
M. M. Ackerman,[1] Easton
Bertha M. Carpenter,[1] Easton
Katherine E. Allen,[1] Easton
Anna M. McLaughlin,[1] Easton
Adaline B. Cobb,[1] Easton
F. L. Rosenberry,[1] Easton
Alice L. Vreeland,[1] Easton
H. E. LeMaire,[1] Easton
Alfred K. Cyphers,[1] Easton
Elizabeth S. Pohl,[1] Easton
Mrs. M. D. Leininger,[1] Easton
Edythe G. Miller,[1] Easton
Lizzie M. Nicholas,[1] Easton
Rachel Meyer,[1] Easton
M. Kate Hoffmeier,[1] Easton
I. P. Myers,[1] Easton
Fred N. Miller,[1] Easton
Henrietta MacDonald,[1] Easton
Ada B. Cheston,[1] Easton
Margaret K. Lyons,[1] Easton
Ella E. Markle,[1] Easton
Elizabeth S. Anders,[1] Easton
J. Irwin Snyder,[1] Easton
Carrie Beidler,[1] Easton
Mame M. Abel,[1] Easton
Laura Hildebrand,[1] Easton
Jessie I. Lerch,[1] Easton
Anna M. Kelly,[1] Easton
Anna M. Kressler,[1] Easton
Cecelia Boyle,[1] Easton
Iva G. Schilling,[1] Easton
Matilda Jones,[1] Easton
Lillie F. Bergin,[1] Easton
Elizabeth M. Noll,[1] Easton
Catherine M. Martin,[1] Easton
Martha J. Darran,[1] Easton
Elizabeth J. Scott,[1] Easton
May E. Steiner,[1] Easton
Sylvanus Weaver,[1] Easton
E. C. Brinker, Jr.,[3] Easton
G. R. Miller,[1] Easton
S. R. Miller,[1] Easton
S. P. Uhler,[1] Easton
C. H. Lerch,[1] Easton
B. F. Sandt,[1] Easton
C. R. Wolf,[1] Easton
M. Alma Young,[1] Easton
Herman D. Wolf,[1] Easton
Bertha A. Bartley,[4] S. Bethlehem
E. O. Reitz,[3] Pen Argyl
G. W. Golden,[3] Pen Argyl
A. H. Buck,[3] S. Bethlehem

NORTHUMBERLAND—67.

I. H. Mauser,* Sunbury
I. C. M. Ellenberger,* Sunbury
W. W. Fetzger,* Milton
Samuel H. Dean,* Mt. Carmel
Maud Marsden,[1] Mt. Carmel
Hattie Howard,[1] Mt. Carmel
Laura Buddinger, Mt. Carmel
Edna Rowe,[1] Mt. Carmel
Amanda Stine,[1] Mt. Carmel
Emma Kelminski,[1] Mt. Carmel
Kathryn Breslin,[1] Mt. Carmel
Carrie Treon,[1] Mt. Carmel
Sarah Scott,[1] Mt. Carmel
Alma Fertig,[1] Mt. Carmel
Margaret Kehoe,[1] Mt. Carmel
Margaret Ramage,[1] Mt. Carmel
Ruth Jefferson,[1] Mt Carmel
Mary Haffman,[1] Mt. Carmel
Clara Jennings,[1] Mt. Carmel
Miriam Reed,[1] Mt. Carmel
Hazel Huber,[1] Mt. Carmel
Mary Cope,[1] Mt. Carmel
Ida Fegley,[1] Mt. Carmel
Kathryn Delcamp,[1] Mt. Carmel
Ida Butts,[1] Mt. Carmel
Helen Roberts,[1] Mt. Carmel
Mary Southwood,[1] Mt. Carmel
Annie Williams,[1] Mt. Carmel
Katie McWilliams,[1] Mt. Carmel
M. Jeannette Morton,[1] Mt. Carmel
Christine Britton,[1] Mt. Carmel
Margaret Williams,[1] Mt. Carmel
Della Deitrick,[1] Mt. Carmel
Grace Kiefer,[1] Mt. Carmel
Margaret Coyle,[1] Mt. Carmel
Phoebe Smith,[1] Mt. Carmel
Bertha Harner,[1] Mt. Carmel
Florence Schum,[1] Mt. Carmel
Sarah Lerch,[1] Mt. Carmel
Bessie Moser,[1] Mt. Carmel
Lily Spurr,[1] Mt. Carmel
Hazel Owen,[1] Mt. Carmel
Harriet H. Evans,[1] Mt. Carmel
Maud Wertz,[1] Mt. Carmel
Julia Smigelsky,[1] Mt. Carmel
Estelle Houghton,[1] Mt. Carmel
Emma Keiser,[1] Mt. Carmel
Nellie Johnson,[1] Mt. Carmel
C. D. Oberdorf,[1] Mt. Carmel
J. S. Welchans,[1] Mt. Carmel
Frank Smigelsky,[1] Mt. Carmel
Charles F. Perry,[3] Shamokin
W. W. Eister,[1] Shamokin
J. C. Groome,[1] Sunbury
C. L. Millward,[3] Milton
Estelle Rippel,[1] Milton
Ruth Lee Deavor,[1] Sunbury
Joseph Howerth,* Shamokin
S. O. Reed,[1] Sunbury
W. H. Bradley,[3] Locust Gap
H. J. Kane,[3] Locust Gap
Stella Beaver,[1] Riverside
Nettie Gulick,[1] Riverside
Myron Geddes,[3] Northumberland
Ada Hayman,[1] Turbotville
H. W. Ramer,[3] Riverside
E. J. Kershner,[4] Sunbury

PERRY—68.

Daniel A. Kline,* New Bloomfield
J. Harry Rodgers,[3] Duncannon
Frederick V. Rockey,[3] Landisburg
H. M. Corning,[3] Newport
G. W. Barnitz,[1] Newport
Elizabeth Dorwart,[1] Newport
Hettie Smith,[1] Newport
Alice Walker,[1] Newport
Bertha Myers,[1] Newport
Alma Bousall,[1] Newport
Miss Vergne Kipp,[1] Newport
Gertrude Wolf,[1] Newport
Martha English,[1] Newport
Eva Robinson,[1] Newport
Alma J. Pennell,[1] Duncannon
Josephine George,[1] Duncannon
Margaret Rosborough,[1] Duncannon
W. J. Kines,[1] Duncannon
J. L. L. Bucke,[1] Duncannon
W. A. McCune,[3] Duncannon
Mina Kramer,[1] Millerstown
W. R. Hench,[1] Millerstown
M. Zula Swartz,[1] New Bloomfield
Annie G. Clouser,[1] New Bloomfield
Frank Stokes,[1] New Bloomfield
Mabel Noll,[1] New Germantown
Miles Bower,[1] Blain
H. V. Palm,[1] Loysville
Mrs. Ella Phenicie,[1] Cisna Run
Grace Zimmerman,[1] Andersonburg
George Rummaugh,[1] Millerstown
Elizabeth Roth,[1] New Bloomfield
Reed McMillen,[1] Loysville
Sponsler Shearer,[1] Duncannon
John S. Walkey,[1] Marysville
Effie O. Bell,[1] Marysville
Margaret Myers,[1] Marysville
Ruth Fenical,[1] Marysville
Frank L. Black,[1] Sherman's Dale
F. G. Henderson,[1] Sherman's Dale
H. L. Smith,[1] Sherman's Dale
Charles A. Black,[1] Sherman's Dale
Helen Bower,[1] Blain
Olive V. Adams,[1] Newport
E. C. Dile,[1] Elliotburg
C. A. Spotts,[1] Landisburg
John Gautt,[1] Newport, R. 2
Stella Clay,[1] Newport, 2
Luther Mogel,[1] Markelsville
H. A. Johnson,[1] Ickesburg
Cordella Gray,[1] Ickesburg
D. M. Bixler,[1] Millerstown, R. 4
John Gibson,[1] Landisburg
Mary Kass,[1] Marysville
Annabel Snyder,[1] Duncannon
Charles I. Barner,[3] Liverpool
Buera B. Robinson,[1] Liverpool
J. O. Charles,[3] Millerstown
Anne W. Bollinger,[1] Millerstown
Quillie Thompson,[1] New Buffalo
Stella Hench,[1] Duncannon
I. W. Tressler,[1] [illegible]
L. D. Stambaugh, Wila
J. J. Asper,[1] Newport, 3
S. W. Billow,[1] Newport
Newton Kerstetter,[3] Blain
R. J. Shumaker, Blain
Emma Holtz,[1] Blain

PHILADELPHIA—377.

W. C. Jacobs,* Stock Exchange
A. D. Jackson, Bureau of Education
C. A. Herrick,[3] Girard College
T. Coggeshill,[3] Girard College
J. M. Jameson,[3] Girard College
Sara J. Grube,[3] Temple University
C. Marion Smith,[3] Temple Univ.
A. Marie Styer,[3] Temple University
A. E. McKinley,[3] Temple Univ.
E. L. G. Thomas,[2] Philadelphia

Ruth Munhall,[2] Germantown
Elizabeth Broth,[2] Philadelphia
J. Mahoney,[8] W. Phila. H. School
J. H. Hallett,[2] Univ. of Penn.
H. W. Patten,[2] Central High School
B. D. Edwards,[8] La Salle College
B. F. John,[8] La Salle College
H. E. Freed,[4] Brown School
R. S. Walton,[3] 28th & Huntington
R. H. Rulon,[1] 28th & Huntington
Lillian Wallace,[4] Landredth School
D. L. School, 23rd & Federal
William Nicolai,[8] Temple Univ.
C. A. Preston,[8] Temple University
M. A. Davis,[4] 3618 Powelton Ave.
D. W. Moon, Broad & Race
A. C. Abbott,[8] Univ. of Penn.
Herman V. Ames,[8] Univ. of Penn.
J. P. Crawford,[8] Univ. of Penn.
Geo. G. Chambers,[8] Univ. of Penn.
E. S. Crawley,[8] Univ. of Penn.
Eric Doolittle,[8] Univ. of Penn.
R. H. Fernald,[8] Univ. of Penn.
John Frazer,[8] Univ. of Penn.
A. W. Goodspeed,[8] Univ. of Penn.
Frank P. Graves,[8] Univ. of Penn.
G. D. Hadgeito,[8] Univ. of Penn.
Morris Jostrow,[8] Univ. of Penn.
E. R. Johnson,[8] Univ. of Penn.
Carl Kelsey,[8] Univ. of Penn.
E. C. Kirk,[8] Univ. of Penn.
Louis A. Klein,[8] Univ. of Penn.
W. P. Laird,[8] Univ. of Penn.
M. D. Learned,[8] Univ. of Penn.
W. D. Lewis,[8] Univ. of Penn.
R. C. McCrea,[8] Univ. of Penn.
John B. McMaster,[8] Univ. of Penn.
J. M. Macfarlane,[8] Univ. of Penn.
Edgar Marburg,[8] Univ. of Penn.
J. H. Penniman,[8] Univ. of Penn.
A. H. Quinn,[8] Univ. of Penn.
H. A. Rennet,[8] Univ. of Penn.
John C. Rolfe,[8] Univ. of Penn.
L. Stanton Rowe,[8] Univ. of Penn.
F. E. Schelling,[8] Univ. of Penn.
E. F. Smith,[8] Univ. of Penn.
Lightner Witmer,[8] Univ. of Penn.
A. D. Yocum,[8] Univ. of Penn.
Maurice J. Babb,[8] Univ. of Penn.
John G. Clark,[8] Univ. of Penn.
M. T. Maguire,[8] Washington
I. Macfarlane,[3] Gilbert School
Gilbert School, Chestnut Hill
Laura Lamb,[1] Philadelphia
T. P. Bush,[1] 3312 Race St.
E. A. McKeen,[1] 1702 N. 52nd St.
M. H. Guthrie,[1] 5538 Media St.
Lydia S. Baker,[1] 209 S. 53rd St.
A. E. Bourne,[1] 3301 Arch St.
N. M. Thompson,[1] 113 S. 50th St.
Nora J. Fisher,[1] 63 N. 34th St.
C. E. Moyer,[1] 236 S. 54th St.
L. M. Engard,[1] 4815 Cedar Ave.
N. Ausherman,[1] 3701 Walnut St.
Edna Felty,[1] 1628 Green St.
J. B. Wiseman,[1] 5305 Master St.
M. K. Plymire,[1] 2322 Park Ave.
Minnie Bennett,[1] 146 Sumac St.
Lillian A. Reece,[1] 1540 N. 55th St.
Bertha Marcus,[1] 1942 N. 19th St.
M. E. Emery,[1] 3603 Hamilton St.
H. S. McCaughan,[1] 3314 Arch St.
N. Brown,[1] 47 St., below City Ave.
I. M. Hartman,[1] 1122 S. 51st St.
M. M. Hazzard,[1] 233 N. 18th St.
L. M. Ross,[1] 910 Spruce St.
L. Wagner,[1] 3200 Chestnut St.
M. M. Rohrer,[1] [illegible]44 Cedar Ave.
C. Rainey,[1] 54[illegible] Angora Terrace
L. R. Millinger,[1] [illegible]8 S. 46th St.
H. K. Yerkes,[4] [illegible]7 Rubicam Ave.
M. Dunn,[4] N. [illegible] Baldwin School
C. O. Althouse,[4] [illegible]entral H. S.
J. L. Shroy,* 28[illegible] N. Broad St.
O. P. Coinman,[4] [illegible]e Church Lane
Miss A. Dunster,[2] Philadelphia
J. L. Twohig, Stephen Girard Bldg.
G. V. Z. Long, Philadelphia
G. A. Sigman, Broad & Race
Carroll Downs, Philadelphia
George D. Gideon, Philadelphia
G. A. Snook,[2] Frankford
W. Roberts,[2] Frankford
W. D. Renninger,[2] Central H. S.
M. A. Bryant, 1505 Arch St.
T. W. Bevan, 1013 W. Lehigh Ave.
Julia A. Snyder,[1] Philadelphia
J. A. Hindman,[1] 511 Carpenter St.
Earl J. Early,[1] Broad & Jackson
S. Darrach,[4] 4506 Kingsessing St.
H. Smedley,[1] 4027 Spring Garden
Manayunk School, Green Lane
H. Gladfelter,[3] Manayunk School
L. H. Du Bois,[1] Nebinger School
A. J. Pfaff, 1020 Arch St.
H. Updegraff,[8] Univ. of Penn.
Newton School, Chestnut below 36
Wilson School, 46th & Woodland
H. C. Connell,[4] 4953 Baltimore Ave.
Wm. Harrity School, 56th & Chest.
C. Buckeley,[8] 4633 Sansom
Cornigys School, 51st & Gainway
E. V. Tindal,[3] 604 S. 48th St.
G. Shipman,[3] 78th & Buist Ave.
Morton School, 63rd & Elmwood
W. Lefferts,[3] 222 S. 53rd St.
McKean-Carey School, 82nd & Tinicum
M. V. Kerns,[3] 2526 Cleveland Ave.
C. A. Coulomb,[3] 4249 Girard Ave.
C. C. Tindal,[3] 604 S. 48th St.
H. C. Lea School, 47th & Locust
W. Bryant School, 60th & Cedar
B. A. Phillips,[3] 1323 Thompson St.
H. B. Stowe School, 70th & Woodland
M. McAlpine,[3] 5235 Spruce St.
Hamilton School, 57th & Spruce
Bartram School, 62nd & Greenway
Huey School, 52nd & Pine
I. E. Stettler,[3] 224 S. 45th
W. L. Welsh,* 4221 Pine St.
Read School, 78th & Buist Ave.
Longstreth School, 58th & Willow Ave.
T. Groetzinger,[3] 5857 Willow Ave.
M. G. Desmond,[3] 807 N. 40th St.
R. H. Lee School, Christian St.
H. G. Deininger,[3] 6th & Fairmount
P. Kearney School, 6th & Fairmount
H. A. Fox,[3] 6th above Lombard
Forben School, 6th above Lombard
E. F. Brodwater,[3] 5th above Fitzwater
Meredith School, 5th above Fitzwater
B. A. Brown,[3] Newmarket & Green
Madison School, Newmarket & Green
Sally Heally-Klang,[3] Buttonwood below 6th
Paxon Pub. School, Buttonwood below 6th St.
C. H. Brelsford,* 2434 N. Broad St.
A. J. Evans,[8] Fairmount St.
John Hancock School, Fairmount
Alvah J. Emery,[3] 3603 Hamilton St.
James Campbell School, 8th St.
W. McMullen,[8] Crown & Rose
North East School, Race St.
S. J. Randall School, Bainbridge
C. M. Mo[illegible]8 3rd below Green
Northern Liberties School, 3rd St.
E. A. McGuire,[4] Christian St.
Henry Burk School, Christian St.
W. H. Welsh,[4] 7th & Delancey
Mr. Vaughan,[4] Marlborough & Thompson Sts.
S. A. Gilbert,[4] 1021 E. Columbia Ave.
Horatio Hackett School Sepviva & York
R. M Gailey,[4] 2417 N. 17th St.
Tilghman School, 13th & Susquehanna Ave.
G. B. Reiss,[4] 13th & Thompson
A. J. Allen,[4] 11th & Thompson
L. Clarke,[4] 8th & Thompson
Welsh School, 4th & Dauphin
Laudenberger School, 4th & George
T. Jefferson School, 5th & Poplar
Mifflin School, 3rd above Brown
J. Moffett School, 2nd & Oxford
F. E. Homer,[4] 12th & Columbia
E. Rutledge School, 7th & Norris
A. J. McKinney,[4] Lawrence & Sus.
Louise Eissler,[4] Howard St.
L. Mott School, Sep. & Huntington
Helen Jones,[4] Sergeant & Master
Adams School, Adams & Amber
Clarence Carback,[4] Montgomery & Wildey Sts
E. A. Scheel,[4] Howard above Girard
Ludlow School, Lawrence & Master
Wister School, 8th & Parrish Sts.
W. W. Brown,* 2nd & Oxford
Joel Cook School, Roxborough
E. B. Budd,[4] Roxborough
W. N. Parker,[4] Schaeffer School
Schaeffer School, Philadelphia
W. H. Samuel,[4] Breck School
M. G. Slewmer,[3] Andora School
Andora School, Philadelphia
B. Ehly,[3] Manatawn School
B. Heidinger,[4] Wissahickon School
Wissahickon School, Philadelphia
R. C. String,[8] Levering School
Levering School, Philadelphia
S. M. Rosenberger,[4] Kenderton School
Kenderton School, Philadelphia
R. Ebert,[1] Kenderton School
M. E. Rowland,[8] Hill School
E. S. Congo,[1] Rittenhouse & McCallum
H. White,* Morris & Coulter
J. L. Shroy,[3] John Marshall School
C. E. Neville,[3] Longfellow School
L. J. Williamson,[8] A. Henry School
S. A. Morrison,[1] A. Henry School
K. E. Puncheon,[8] H. S. for Girls
J. E. Baker,[6] Lansdowne
Mary Adair,[1] 634 N. 12th St.
H. T. Devereux,[1] 2504 S. Lambert
E. Grassmueck,[1] 497 N. American
Elsie Gray,[1] 1210 Fillmore St.
B. G. Hanley,[1] 1737 N. Park Ave.
M. R. McDowell,[3] 2108 N. 15th St.
C. W. Merrell,[1] 1205 Herbert St.
Mary C. Peacock,[1] Torresdale
M. S. Prichard,[1] 128 W. Washington Lane
P. W. Spencer,[1] 3421 Race St.
G. E. Spiegle,[1] 2115 N. 12th St.
Elizabeth S. Tait,[1] 1929 Mt. Vernon
C. E. Simpson,[4] Martin School
J. C. Frazer,[4] 1226 Stock Exchange
W. Mason,[4] 1224 Stock Exchange
A. W. Williams,[4] 1220 Stock Exchange
G. W. Flounders,* 1200 Stock Exchange
G. W. Wheeler,* 1202 Stock Exchange
J. P. Garber,* 1203 Stock Exchange
M. Wright,[4] 1222 Stock Exchange
M. P. McKee,[1] 1334 S. 22nd St.
Wayne School, 28th & Norris
B. F. Cox,[4] Wayne School
Stanton School, 17th & Christian
C. H. Babb,[4] 3219 Spencer Terrace
Durham School, 16th & Lombard
H. Farrelly,[4] Pollock School
E. D. Moles,[1] Pollock School
Paul Brock,[4] Durham School
Benson School, 27th & Wharton
E. A. Poe School, 22nd & Ritner
C. Johnson,[4] E. A. Poe School
L. Nusbaum,* Grant School
H. Maull,[4] Nicolas School
W. P. String,[4] Logan School
Logan School, 19th & Reed Sts.
D. McDaniel School, 21 & Moore
M. Pinkerton,[1] McDaniel School
H. Pinkerton,[1] McDaniel School
S. M. Irom,[4] McDaniel School
G. W. Childs School, 17 & Tasker
Mary Fite,[4] G. W. Childs School
C. A. Arthur School, Philadelphia
M. Young,[4] C. A. Arthur School
K. B. Wylie,[4] Alcorn School
E. S. Broden,[4] Alcorn School
W. S. Pierce School, Philadelphia
Mary A. Wallace,[4] Pierce School
Fannie Nutt,[1] Pierce School
Eliza M. Dolan,[1] Pierce School
J. S. Bagg,[4] 1416 Ritner St.
E. T. Butler,[2] 1414 Tasker St.
M. McCormack,[1] 2211 Watkins St.
R. E. D. Isehler,[1] 2310 Montg'ry
Margaret E. McCousland,[1] 1237 S. 23rd St.
M. Barber,[1] 2564 N. Sydenham
M. M. Holland,[1] 1720 S. 17th
L. A. Sterret,[1] 36th & Walnut
L. McStocker,[3] 5th & Porter
M. C. Bisset,[8] 9th & Tasker
C. V. Cadwallader,[3] 2nd & Norris
C. E. Meyer,[1] Tasker School
F. A. Doyle,[3] 2424 Clifford St.
F. Young,[3] Abigail Vare School
Edwin Adams,[3] Reed School
E. Anderson,[4] Columbus School
J. Christopher,[8] Southwark School

S. L. Chew,* 3404 N. 17th
J. Rhoads School, 49th & Parrish
T. L. MacDowell,* 2125 N. Uber
C. F. Michener,[3] 4528 Regent
Sch. Observation & Practice, 26th & Thompson
C. J. Walter,[4] 5126 Chester Ave.
Meade School, 18th & Oxford
E. Y. Montanye,[4] Crispin St.
Blaine School, 30th & Morris
School of Pedagogy, 15th & Race
Lincoln School, Philadelphia
G. McIntyre,[4] 1341 Hunting Park
Allison School, 15th & Morris
N. C. Boyd,[4] 1718 N. 15th
Sartain School, 30th & Oxford
Margaret Gill,[4] 1607 Oxford
Pierce School, 23rd & Cambria
J. Thornton Emrey,[4] 3603 Hamilton
Whittier School, 27th & Clearfield
E. L. Figate, Jr.,[4] 2417 W. Cumberland
Kane School, 26th & Jefferson
A. H. Raub,* 28 N. Broad St.
Reynolds School, 20th & Jefferson
C. R. White,[4] Reynolds School
McIntyre School, 30th & Gordon
A. V. Sayre,[4] 2332 N. Park Ave.
Arnold School, 22nd & Dauphin
Alice Kilpatrick,[4] 3022 Dauphin
Blanche Wolfe,[3] Station E.
W. J. Brown,[3] 41st & Brown
R. M. McCarroll,[3] Ford & Monument
J. F. Byler,[3] 57th & Haverford
J. Walker, Jr.,[3] 6039 Washington
F. B. Kline,[3] 4937 Larchwood
M. L. Stewart,[3] 55th & Vine
Margaret Robinson,[3] Thornson
M. Noble,[3] 35th & Fairmount
Sarah Wilson,[3] 43rd & Ogden
Lillie G. Toole,[3] 62nd & Lebanon
M. K. Sproule,[3] 4845 Cedar Ave.
S. A. Gaskill,[3] Haverford
A. A. Gartland,[1] 3912 Fairmount
John Barry School, 59th & Race
G. H. Brooks School, 57th St.
T. Dunlap School, 51st & Race
Jesse George School, Girard Ave.
Norris J. Hoffman School, Phila.
M. M. Kendrick School, Phila.
Joseph Leidy School, Philadelphia
M. McMichael School, Philadelphia
E. Spencer Miller Ogden School, 43rd & Ogden Sts.
Overbrook School, 62nd & Lebanon
Caesar Rodney School, Philadelphia
A. J. Carson,[3] 3866 Girard Ave.
E. W. Bernard,[3] Ryer's School
Marguerite E. Egan,[1] Olney
Lawton School, Wissinoming
Louise F. Perring,[3] Wissinoming
Fayette School, Bustleton
A. G. Engell,[3] 781 Preston St.
Mary D. Quinn,[1] 2539 Salmon St.
Helen W. Bartine,[3] Frankford
Lawndale School, Lawndale
Robert S. Burns,* Frankford
W. G. Lawson,[4] Emerald & Olean
Emma Crissy,[1] Emerald & Olean
B.-C.-Holmes School, Holmesburg
G. M. Wharton Pub. Sch. Phila.
Ralph B. Dale,[4] Catherine
Mt. Vernon Pub. School, Phila.
C. B. Arnold,[4] Hawthorne School
Nathaniel Hawthorne School, Phila.
M. Shaw Peters,[4] Florence School
Anna King,[1] Florence School
G. A. McCall School School, Phila.
Isabel Caskey,[4] Farragut School
E. J. Hearder,[4] Howard & Ontario
Singerly School, 22nd & Berks
Claghorn School, 17th & Susquehanna
Stokley School, Philadelphia
Irene V. Rasener, Frankford & Erie
M. C. Snyder,[4] Frankford & Erie
C. C. Heyl,[3] 48th & Walnut
Thomas Moore,[1] 48th & Walnut
A. K. McClure School, Philadelphia
A. J. Meredith,[4] Dept. of Commerce
A. B. Linsley,[3] Temple University
Lillian R. Reed,[3] Temple University
Luise Lorenz,[3] Temple University
Leila M. Wood,[3] Temple University
Dr. J. T. Rorer,[2] Philadelphia

PIKE—13.

Lucian Westbrook,* Matamoras
L. F. Hess,[4] Milford
Charles A. Myers,[4] Matamoras
Mabel E. Sawyer,[1] Mill Rift
Jennie Wilson,[1] Blooming Grove
Verena Reinlinger,[1] White Mills
P. Alice Wells,[1] Parkers Glen
Mary W. Cook,[1] Bushkill
Flora M. Heidenthal,[1] Matamoras
Minnie Van Akin,[1] Matamoras
Harriet Rhoades,[1] Milford
D. H. Hornbeck,[1] Milford
Bertha Klaer,[1] Milford

POTTER—2.

R. O. Welfling,* Coudersport
M. E. Beebe,[1] Coudersport, R. 6

SCHUYLKILL—332.

Livingston Seltzer,* Pottsville
E. R. Barclay,* Pottsville
Hon. F. J. Noonan,‡ Mahanoy City
H. H. Spayd,‡ Minersville
H. W. Dodd,* Mahanoy City
J. F. Derr,* Tamaqua
J. W. Cooper,* Shenandoah
J. A. Shovlin,[4] Ashland
J. F. Noonan,* Mahanoy City
Ray L. Seltzer,[3] Sheppton
E. W. Taylor,[3] Girardville
J. Champion,[4] Heckschersville
T. E. Garber,* Ashland
J. A. Uhland,[3] Ashland
W. N. White,[2] Ashland
Cora E. Duenger,[1] Ashland
Bridget O'Donnell,[1] Ashland
Mary Eltringham,[1] Ashland
Sue Devitt,[1] Ashland
Margaret Silk,[1] Ashland
Emma Momberger,[1] Ashland
Lizzie O'Neill,[1] Ashland
Emma Reb,[1] Ashland
Minnie E. Grosser,[1] Ashland
Edith Martin,[1] Ashland
Edna M. Geating,[1] Ashland
Anne A. Boyer,[1] Pottsville
C. C. Holt,[1] Pottsville
T. C. Knowles,[1] Pottsville
Helen Hoffmaster,[1] Pottsville
Manan Betz,[1] Pottsville
Miles Timlin,[1] Pottsville
Marion L. Sterner,[1] Pottsville
Merle Koch,[1] Pottsville
Mame Robertson,[1] Pottsville
Grace Kirshner,[1] Pottsville
Caroline Pugh,[1] Pottsville
Edith M. Baerman,[1] Pottsville
Maud Muehlhof,[1] Pottsville
Janet A. Rahn,[1] Pottsville
Lilly Keller,[1] Pottsville
Laura J. Pfleuger,[1] Pottsville
Amy M. Lee,[1] Pottsville
Helen M. Aikman,[1] Pottsville
Sadie M. Golden,[1] Pottsville
H. G. Dunkelberger,[3] Pottsville
Mary R. Aikman,[1] Pottsville
Anna Bausum,[1] Pottsville
May V. Snyder,[1] Pottsville
Annie C. Jenkins,[1] Pottsville
Gertrude Parker,[1] Pottsville
Edith J. Reese,[1] Pottsville
Laura P. Muehlhof,[1] Pottsville
Eleanor A. Weston,[1] Pottsville
Marion O'Hare,[1] Pottsville
Emily R. Glover,[1] Pottsville
Effie Fletcher,[1] Pottsville
Laura J. Schweers,[1] Pottsville
Catherine Linder,[1] Pottsville
Mary Zimmerman,[1] Pottsville
Carrie A. Swaving,[1] Pottsville
W. L. Owens,[1] Pottsville
Charlotte Madenford,[1] Pottsville
A. Millie Kieffer,[1] Pottsville
E. A. Thompson,[3] Pottsville
Elizabeth Loeser,[1] Pottsville
Laura I. Perry,[1] Pottsville
Carrie J. Christian,[1] Pottsville
Laura I. Dimmerling,[1] Pottsville
Gertrude Newton,[1] Pottsville
M. Grace Williams,[1] Pottsville
Jessie Powell,[1] Pottsville
Sadie Weber,[1] Pottsville
Clara Lloyd,[1] Pottsville
Kathleen Brennan,[1] Pottsville
Catharine L. Reilly,[1] Pottsville
Maud E. Weimer,[1] Pottsville
Margaret U. Downey,[1] Pottsville
M. E. Stine,[1] Port Carbon
John I. Mathias, Mahanoy City
Fannie Cassel,[1] Pine Grove
Mrs. Oliver,[1] Tamaqua
Miss K. Forrest,[1] Tamaqua
Miss L. Rhoads,[1] Tamaqua
Miss F. Beddall,[1] Tamaqua
Irene Fulmer,[1] Tamaqua
Edith Spohn,[1] Tamaqua
Anna E. Bahrt,[1] Tamaqua
Ethel Bear,[1] Tamaqua
Agnes Christ,[1] Tamaqua
Minnie A. Stein,[1] Tamaqua
Ella Buckley,[1] Coaldale
Isabelle Fisher,[1] Tamaqua
Carrie Reiff,[1] Tamaqua
Laura Kolb,[1] Tamaqua
Anna Johnson,[1] Coaldale
Helen Faust,[1] Quakake
Amelia E. Raabe,[1] Tamaqua
Edna Schilbe,[1] Tamaqua
Helen Burns,[1] Tamaqua
Marian Bright,[1] Tamaqua
Clara Horan,[1] Tamaqua
Annabelle Hirsch,[1] Tamaqua
Kate Follweiler,[1] Tamaqua
Mary M Moll,[2] Mahanoy City
Katie M. Rinck,[1] Mahanoy City
Hannah Edwards,[1] Mahanoy City
Mary B. Entwistle,[1] Mahanoy City
Bertha B. Davis,[1] Mahanoy City
Eva Williams,[1] Mahanoy City
Mattie King,[1] Mahanoy City
Sarah M. Sullivan,[1] Mahanoy City
Eva B. Reid,[1] Mahanoy City
S. Rynkiewicz,[1] Mahanoy City
Mary Teafry,[1] Mahanoy City
Amy F. Dilcher,[1] Mahanoy City
Mary Gallagher,[1] Mahanoy City
Sallie Hough,[1] Mahanoy City
Stasia B. Whalen,[1] Mahanoy City
Miss D. O. Kline,[1] Mahanoy City
Helen O. Powndер,[1] Mahanoy City
E. W. Flanagan,[1] Mahanoy City
John Linton,[1] Mahanoy City
Katie Kemery,[1] Mahanoy City
M. V. Collins, Mahanoy City
Violet Shomzard,[1] Mahanoy City
Anna McQuerney,[1] Mahanoy City
Helene S. Schmidt,[1] Mahanoy City
William M. Yeingst,* Minersville
Geo, M. Clauser,[1] Minersville
Kate S. Richards,[3] Minersville
George E. Thomas,[1] Minersville
Louis E. Dieruff,[1] Minersville
D. H. Christ,[3] Minersville
Carrie V. Woodward,[1] Minersville
Margaret Hegarty,[1] Tamaqua
Emma Wetteran,[1] Tamaqua
Mary A. Harris,[1] Tamaqua
Helen Kiley,[1] Tamaqua
Lydie Ranagan,[1] Tamaqua
Agnes Keith,[1] Tamaqua
Clara Wetteran,[1] Tamaqua
Annie Randall,[1] Tamaqua
Martha King,[1] Tamaqua
Margaret Kershner,[1] Tamaqua
Alice Cooper,[1] Tamaqua
Anna Ruppert,[1] Tamaqua
Florence M. Mathews,[1] Tamaqua
Chester B. Murray,[2] Tamaqua
F. G. Horner,[2] Tamaqua
R. A. Henninger,[3] Tamaqua
Maurice A. Hess,[2] Tamaqua
George Wood,[2] St. Clair
Jas. R. Lewis,[3] Shenandoah
Elizabeth O'Connell,[3] Shenandoah
Hannah Morrison, Shenandoah
Bertha A. Hold[illegible]n,[1] Shenandoah
Mary Cuff,[1] Sh[illegible]doah
Martha Tosh,[1] [illegible]andoah
Edna Weidman, [illegible]henandoah
Richard McHal[illegible] Shenandoah
Kathreine McI[illegible],[1] Shenandoah
Bridget Burns, [illegible]henandoah
Anna Monahan, Shenandoah
Bridget McGuire,[3] Shenandoah
Bridget Flynn,[3] Shenandoah
Kathrine O'Connor,[3] Shenandoah
Patrick Sullivan,[3] Shenandoah
Jennie Ormsby,[1] Shenandoah
Eliza Fumerty,[1] Shenandoah
Mary Brennan,[1] Shenandoah
Frank B. Williams,[1] Shenandoah
Mary Monaghan,[1] Shenandoah
Annie Williams,[1] Shenandoah
Mary Giblon,[1] Shenandoah
Mary Laverty,[1] Shenandoah

Sallie Roche,[1] Shenandoah
James L. Cummings,[1] Shenandoah
Eliza Ryrkiewicz,[1] Shenandoah
Mary Hand,[1] Shenandoah
Katherine Keogh,[1] Shenandoah
Elizabeth Bellis,[1] Shenandoah
Mary Rassier,[1] Shenandoah
Irene Shane,[1] Shenandoah
Vera Graeber,[1] Shenandoah
Sallie Devers,[1] Shenandoah
Alice Lehe,[1] Shenandoah
Anna Bierstein,[1] Shenandoah
Marg. Palmer,[1] Shenandoah
Emma Powell,[1] Shenandoah
Mary Rowan,[1] Shenandoah
Anna Cassimer,[1] Shenandoah
Nellie Luscan,[1] Shenandoah
Anna Curtin,[1] Shenandoah
Ella Decker,[1] Shenandoah
Margaret Coyle,[1] Shenandoah
W. Wasley,[1] Shenandoah
Mary Gallagher,[1] Shenandoah
Winifred Winters,[1] Shenandoah
Madeline Delaney,[1] Shenandoah
Katherine Kerwin,[1] Shenandoah
T. G. Jones,[4] St. Clair
W. J. Evans,[3] St. Clair
Alvin Hummel,[1] Pines Grove
S. D. Reed,[1] Summit tSation
R. W. Freeman,[1] Summit Statioin
H. S. Moyer,[1] Summit Station
O. C. Moyer,[1] Summit Station
G. N. Reber,[1] Summit Station
H. W. Bressler,[1] Friedensburg
James E. Fehr,[1] Rock
A. S. Schwalm,[3] Muir
Ella C. Boyer,[3] Pine Grove
Richard Purcell,[3] Glen Carbon
John Tobin,[1] Glen Carbon
Julia A. Maley,[1] Glen Carbon
Lucie Brenner,[1] Glen Carbon
Margaret Daley,[1] Glen Carbon
Paul Berner,[1] Glen Carbon
George O'Brien,[1] Minersville, R.D.
Margaet Lobin,[1] Glen Cabon
Anna E. Collier,[1] Minersville
Anna M. Hay,[1] Minersville
Mary Maley,[1] Glen Carbon
Kathryn Ladden,[1] Minersville
Marguerite Tobin,[1] Minersville
Kathryn M. Large,[1] Chain
Mary V. Tuite,[1] Tuscarora
Enola M. Behler,[1] New Ringgold
J. E. Matthews,[1] Barnesville
Lottie Faust,[1] Barnesville
H. L. Bankes,[1] Quakake
R. L. Wertman,[1] Quakake
Vera Faust,[1] Quakake
Ruth Kester,[1] Tamaqua
Alice Gaughan,[1] Silver Creek
Michael Coogan,[1] Silver Creek
Condy Bovle,[1] Kaska
J. B. McDonald,[1] Kaska
F. L. Zimmerman,[1] Ravine
James Durkin,[1] Girardville
E. J. O'Donnell,[3] Girardville
George W. Carl,[3] Ashland
Edward Kirwin,[3] Connerton
J. H. Herring,[1] Pine Grove, R. 2
Mary S. Soy,[1] Pine Grove, R. 2
W. S. Herring,[1] Pine Grove, R. 3
Elias Kintzel,[1] Pine Grove, R. 3
W. M. Kintzel,[1] Pine Grove, R. 3
Frank Kintzel,[1] Pine Grove, R. 3
D. S. Herring,[1] Pine Grove, R. 3
J. J. Herring,[1] Pine Grove, R. 3
Wm. J. Saul,[1] Pine Grove, R. 3
J. A. Kemmerling,[1] Pine Grove, R.3
H. Heinack,[1] Rock Station
A. J. Fidler,[1] Rock
Mame Doyle,[1] Minersville, R. 1
John Dormer,[1] Minersville, R. 1
Thos. Breen,[1] Minersville, R. 1
Sallie Fadden,[1] Minersville, R. 1
M. Daugherty,[1] Minersville, R. 1
N. McKeown,[1] Minersville, R. 1
Harry Brennan,[1] Minersville, R. 1
Emma Crook,[1] Minersville, R. 1
Nellie Muldoon,[1] Minersville, R. 1
Florence Leary,[1] Minersville, R. 1
Susie Clark,[1] Minersville, R. 1
John A. Carroll,[1] Cumbola
Ray Gibbons,[1] Heckschersville
Martin Foyle,[1] Heckschersville
Edward Bambrick,[1] Heckschersville
John Close,[1] Heckschersville
A. T. Murphy,[1] Heckschersville
Loretta Close,[1] Heckschersville
M. Harding,[1] Heckschersville
Mary Muldowney,[1] Heckschersville
Kathryn Brophy,[1] Heckschersville
Martin Brophy,[1] Heckschersville
James P. Butler,[1] Pottsville
Margaret A. Boyer,[1] Tower City
Vera M. Bressler,[1] Tower City
Ella G. Berney,[1] Tower City
Laura A. Beider,[1] Tower City
Emma Lawler,[1] Tower City
Ellen M. Messner,[1] Tower City
C. C. Kehler,[1] Tower City
Grace Kantner,[1] Tower City
Ida Henry,[1] Tower City
Fannie Moore,[1] Tower City
Laura Corrigan,[1] Shenandoah
Elizabeth Burke,[1] Shenandoah
Mary Flynn,[1] Shenandoah
Margaret Ryan,[1] Shenandoah
Mary Downey,[1] Mahanoy City
K. Brennan,[1] Mahanoy City
Carrie Mader,[1] Shenandoah
Julia Purcell,[1] St. Nicholas
N. McCloskey,[1] Mahanoy City
M. Carson,[1] Mahanoy City
Ada Hal,e[1] St. Nicholas
Mary Brennan,[1] Mahanoy City
Ethel Jones,[1] St. Nicholas
Margaret O'Connor,[1] New Boston
Hattie Ksesler,[1] Morea
T. Kalligan,[2] Mahanoy City
Ella Brennan,[1] Mahanoy City
W. J. Hillibush,[1] Mahanoy City
P. J. Shaughnessy,[1] Mahanoy City
Kathryn Keating,[1] Mahanoy City
Mary Dresch,[1] Mahanoy City
J. E. Lannon,[1] Mahanoy City
Julia Bennett,[1] St. Nicholas
Agnes Tolan,[1] New Boston
John Downey,[1] Mahanoy City
Mary Tahaney,[1] Mahanoy City
Mary Jennings,[1] Shenandoah
Anna Carroll,[1] Shenandoah
Margaret Whitaker,[1] Shenandoah
Sadie Ryan,[1] Mahanoy City
Lawrence Ryan,[1] Mahanoy City
Harry McKerns,[1] St. Nicholas
Margaret Streisel,[1] Mahanoy City
Kathryn Cranney,[1] Shenandoah
Sallie Greener,[1] Shenandoah
Miriam Maguire,[1] St. Nicholas
Mary Conahan,[1] Morea
Nellie Sneck,[1] Shenandoah
Cecelia Hardiman,[1] Shenandoah
Peter Lawler,[1] Mahanoy City
Marcella Breslin,[1] New Boston
Anna Burke,[1] Mahanoy City
M. H. Carey,* Lost Creek

SNYDER—96.

T. A. Stetler,* Middleburg
Chas. T. Aikens,[3] Selinsgrove
David B. Floyd,[3] Selinsgrove
F. P. Manhart,[3] Selinsgrove
Geo. E. Fisher,[3] Selinsgrove
Margaret Guss,[1] Selinsgrove
Wilbur E. Bermage,[3] Selinsgrove
Jesse A. Lubold,[3] Selinsgrove
Isaac I. Gearhart,[1] Middleburg, R.2
Harriet Bowersox,[1] Penns Creek
Ada Hetrick,[1] Beavertown
Reedie Bolig,[1] Middleburg
Claire Winey,[1] Swineford
Susie Winey,[1] Swineford
George Trawitz,[1] Swineford
Dorothy Heiser,[1] Swineford
C I. Fuhrman,[1] Middleburg
Frank Smith,[1] Middleburg
Edna Klingler,[1] Middleburg
R. M. Barton,[1] Middleburg
H. E. Hoffman,[1] Mt. Pleasant Mills
G. A. Auker,[1] Mt. Pleasant Mills
F S. Gingrech,[1] Mt. Pleasant Mills
C. F. Bottiger,[1] Mt. Pleasant Mills
J. B. Rohrer,[1] Port Trevorton
H. Heintzelman,[1] Meiserville
Milton Lauver,[1] Mt. Pleasant Mills
Mary Edna App,[1] Selinsgrove
Evelyn Jarrett,[1] Selinsgrove
Kathryn Jarrett,[1] Selinsrove
I. G. Sanders,[1] Northumberland, 2
F. H. Holsapple,[1] Shamokin Dam
W. S. Kuhn,[1] Shamokin Dam
H. I. Frymire,[1] Shamokin Dam
G. W. Walborn,[1] Freeburg
K. A. Schaffer,[1] Selinsgrove
Mabel Moyer,[1] Freeburg
Francis Pachnicks,[1] Freeburg
George Moyer,[1] Freeburg
Pearl Woodling,[1] Freeburg
Sue E. Weaver,[1] Freeburg
N. G. Shotsberger,[1] Freeburg
T. E. Hoff,[1] Freburg
Warren Aucker,[1] Port Trevorton
Roy Dietrich,[1] Kreamer
H. W. Smith,[1] Selinsgrove
Carie E. Wagner,[1] Selinsrove
Ida C. Miller,[1] Selinsgrove
H. C. Hendricks,[1] Selinsgrove
Clark H. Custer,[1] Selinsgrove
Isaac D. App,[3] Beaver Springs
Geo. G. Gross,[1] Beaver Springs
Lester Gross,[1] Beaver Springs
Esther Youngman,[1] Beaver Springs
Rhoda Kempfer,[1] Beaver Springs
H. S. Homberger,[1] Richfield
E. E. Ferster,[1] Richfield
T. J. Spriggle,[1] Richfield
E. A. Knourse,[1] Mt. Pleasant Mills
B. S. Herrold,[1] Port Trevorton
G. A. Ourand,[1] Troxelville
T. G. Herrold,[1] Port Trevorton
Mildred Spotts,[1] Port Trevorton
Miriam Aucker,[1] Port Trevorton
J. Edgar Schaffer,[1] Port Trevorton
Frank Wentzel,[1] Port Trevorton
C. J. Sechrist,[1] Port Trevorton
Geo. Gangler,[1] Port Trevorton
E. E. Wetzel,[3] Beavertown
D. E. Dick,[1] Benfer
Anna Spangler,[1] Winfield
C. V. Erdly,[1] Selinsgrove
Ida Colby, Selinsgrove
Warren Courtney,[1] McClure
Samuel B. Miller,[1] Mifflinburg, R. 1
E. S. Hoknbrok,[1] McClure
Cora Hoknbrok,[1] McClure
Elizabeth Baker,[1] McClure
Mararet Bowersox,[1] McClure
Mabel Knepp,[1] McClure
Jacob F. Wetzel,[3] Beavertown
T A. Shaffer,[1] Mt. Pleasant Mills
G. E. Shaffer,[1] Mt. Pleasant Mills
R. B. Wetzel,[1] Middleburg
H. C. Ranch,[1] Mt. Pleasant Mills
Anita Houseworth,[1] Selinsgrove
Harriet Zimmerman,[1] Selinsgrove
Nell O. Forgy,[1] Selinsgrove
Jennie Miller,[1] Selinsgrove
Elizabeth Scharf,[1] Selinsgrove
Ray Seaman,[3] Selinsgrove
Martha Gemberling,[1] Selinsgrove
S. M. Smyser,[3] Selinsgrove
A. W. Gill,[1] Beavertown
Ira Lose,[1] Middleburg

SOMERSET—74.

D. W. Seibert,* Somerset
John H. Fike,[4] Somerset
W. L. Reitz,[3] Meyersdale
Rena Lauver,[3] Meyersdale
H. B. Weaver,[1] Meyersdale
Evalyn Truxall,[1] Meyersdale
Frances Livengood,[1] Meyersdale
Beatrice K. Weigle,[1] Meyersdale
Mayme M. Platt,[1] Meyersdale
Frieda Daberko,[1] Meyersdale
Nella A. Dane,[1] Meyersdale
Emma Hosteler,[1] Meyersdale
Martha Deist,[1] Meyersdale
Marie Crowe,[1] Meyersdale
Carrie England,[1] Meyersdale
Esther Austin,[1] Meyersdale
Eleanor Lepley,[1] Meyersdale
Ellen Lint,[1] Meyersdale
Mary A. Forquer,[1] Meyersdale
Edith Wilhelm,[3] Meyersdale
Ella B. Myers,[1] Meyersdale
Violet Clark,[1] Meyersdale
Susan N. Baer,[1] Meyersdale
Kate Coulehan,[3] Meyersdale
W. H. Kretchman,[1] Meyersdale
W. W. Lantz,[4] Windber
H. B. Speicher,[4] Garrett
E E. Carver,[1] Garrett
M. T. Miller,[1] Boswell
J. C. Beahm,[3] Boswell
Anna Miller,[1] Boswell
Grace Wright,[1] Boswell
Mildred Crossland,[1] Boswell
Irene Phillips,[1] Boswell
Jennie Glander,[1] Boswell
Jeanette Laney,[1] Boswell
Russell O. Moore,[1] Somerset
Matilda A. Temke,[1] Jenners
Mary Edna Shaffer,[1] Boswell

Mary E. Yoder,[1] Johnstown
Salome Yoder,[1] Johnstown, R. 4
H. M. Critchfield,[1] Friedens
Eva Shaffer,[1] Ralphton
Harry C. Blough,[1] Hollsopple, R. 1
Jennie Boose,[1] Somerset
Bertha Cromwell,[1] Somerset
Carrie Rhoads,[1] Somerset
Mrs. Laura K. Baush,[1] Somerset
E. Elmer Heiple,[1] Boswell, R. 1
M. L. Trexel,[1] Boswell, R. 1
Nancey Byron,[1] Acosta
Enola Fritz,[1] Friedens
John Kimmell,[1] Boswell, R. 2
Ira Friedline,[1] Boswell, R. 2
H. S. Arisman,[7] Boswel, R. 2
J. B. W. Stufft,[7] Ralphton
James Thomas,[7] Boswell
Levi Friedline,[7] Boswell, R. 2
J M. Custer,[4] Boswell
George Lambert,[1] Stoyestown
Perry Landis,[1] Shanksville
Kate Walker,[1] Shnaksville
M. R. Shrock,[4] Shanksville
J. S. Glessner,[1] Berlin, R. 1
Pearl Reitz,[1] Shanksville
Helen Speichler,[1] Shnaksville
J. M. Spangler,[1] Shanksville
N. A. Landis,[1] Shanksvile
Tarence Will,[1] Shanksville
H. R. Glessner,[1] Shanksville
Mary Hay,[1] Somerset
Mildred Mills,[1] Somerset
Clara Shoemaker,[1] Somerset
L. D. Rose,[3] Windber

SULLIVAN—5.

Harry R. Hennig,* Lopez
M. R. Black,[1] Forksville
Cora Van Vechten,[1] Wheelerville
Anna Hearn,[1] Dushore
Ella Sweeney,[1] Dushore

SUSQUEHANNA—39.

Geo. A. Stearns,* Kingsley
A. A. Killian,* Susquehanna
Frances Sullivan,[1] Susquehanna
Lulu Barnes,[1] Susquehanna
Blanche M. Risser,[1] Susquehanna
Ruth Jeffers,[1] Montrose
Elicta Potter,[1] Thompson
Ethel Carney,[1] Meshoppen, R. D.
Marcella Keogh,[1] Meshoppen
Margaret Maher,[1] Forest City
F. H. Taylor,[3] Forest City
Mae Dunn,[1] Friendsville
Bernice Washburn,[1] Lanesboro
Mary Casgriff,[1] Franklin Forks
Frank Shiffie,[3] Lanesboro
Jane Avery,[1] Thompson
Anna Colwell,[1] Susquehanna
F. N. Hordy,[3] Springville
F. C. Hinckley,[3] New Milford
H. C. Burleigh,[3] Thompson
W. A. Schomberger,[3] Susquehanna
Lugerdia Egleston,[1] Great Bend
Mrs. Martha Nolan,[1] Stevens Point
L. G. Saunders,[4] Hop Bottom
Anna M. Adams,[1] Kingsley
Josephine Carney,[1] Meshoppen
Mrs. Mary Mooney,[1] Susquehanna
Mary Connolly,[1] Susquehanna
Margaret McDonald,[1] Susquehanna
Cecelia Lanning,[1] Susquehanna
Anna Coyle,[1] Susquehanna
Mary M. Metzger,[1] Susquehanna
Elizabeth Brossman,[1] Susquehanna
Mary A. Donavan,[1] Lanesboro
Mary I. Graves,[1] Susquehanna
Anna Doran,[1] Susquehanna
Etta Barnhart,[1] Laneboro
J. S. Hosterman,[4] Montrose
Candall Brown,[1] Hopbottom

TIOGA—10.

E. A. Retan,* Mansfield
R. L. Butler,[4] Wellsboro
W. R. Straughn,[6] Mansfield
H. J. Van Norman,[6] Mansfield
Margaret B. Stewart,[6] Mansfield
Geo. W. Cass,[6] Mansfield
Mrs. M. N. Edwards,[1] Potterbrook
F. C. Lechner,[3] Tioga
DeForest Bartoo,[1] Elkland
J. G. March,[3] Lawrenceville

UNION—15.

W. W. Spigelmyer,* Mifflinburg
Emory O. Bickel,[4] Mifflinburg
Harry S. Bourne,[4] Lewisburg
Emma B. Housel,[1] Lewisburg
Eliza J. Martin,[1] Lewisburg
W. S. Wilcox, Lewisburg
Lucile E. Owens,[1] Lewisburg
Elbina L. Bender,[1] Lewisburg
Ella M. Lawshe,[1] Lewisburg
F. D. Weaver,[3] Allenwood
Frank P. Boyer,[3] Cowan
Jane Irey,[1] Lewisburg
Edgar N. Rhodes, Lewisburg
John H. Wingert,[1] Lewisburg
Henry T. Meyer, Lewisburg

VENANGO—67.

Dallas W. Armstrong,* Franklin
N. P. Kinsley,* Franklin
J. J. Palmer,* Oil City
F. J. Tumbull,[3] Oil City
Maude Love,[2] Oil City
Florence Stevens,[2] Oil City
Margaret Reardon,[2] Oil City
Bertha Ward,[2] Oil City
Margaret Dickey,[2] Oil City
Clara L Kellog,[2] Oil City
Agnes Dillon,[3] Oil City
Emma Alder,[1] Oil City
Jean Mackenzie,[1] Oil City
Isabelle Kuhns,[3] Oil City
Josehine Powell,[1] Oil City
Celia Nellis,[1] Oil City
Mae Sweitzer,[1] Oil City
Anna Thomas,[1] Oil City
Maude Morris,[1] Oil City
Grace Morris,[1] Oil City
Nellie M. Baily,[1] Oil City
Ethel E. Bartlett,[1] Oil City
Carrie W. Webber,[1] Oil City
Nell Gleave,[1] Oil City
Elizabeth Daum,[1] Oil City
Caroline Mimm,[1] Oil City
Eva Gillespie,[1] Oil City
Alice McCrea,[1] Reno
Ward Wasson, Franklin
Mabel Peterson,[1] Oil City
Elva May Yard,[1] Raymilton, R. 1
Winifred Beatty,[1] Franklin
Dorothy Beebe,[1] Pleasantville
James G. Morgan,[1] Franklin
Theresa Martin,[1] Franklin
Grace Moore,[1] Franklin
Almyra Eshelman,[1] Franklin
E. Louise Bonham,[1] Franklin
Anne Walker,[1] Franklin
Florence Thompson,[1] Franklin
Charles D. Kilore,[3] Cooperstown
Geo. S. Kean,[1] Oil City
Nellie Kern,[3] Oil City, R. 1
V. O. Reed,[1] Franklin, R. 6
W. E. McCaughtry,[1] Franklin, R. 2
Wm. Best,[3] Clintonville
W. G. Ladds,[1] Franklin
S. C. Hays,[3] Reno
Alta Hotchkiss,[1] Pleasantville
Mary Camp,[1] Pleasantville
Mary Newkirk,[1] Pleasantville
Harriet Henderson,[1] Franklin
Austa Reisinger,[1] Franklin
J. D. P. Smithgall,[3] Franklin
Ellen Cullis,[1] Oil City
Mary Moore,[1] Oil City
Isadore Smiley,[1] Oil City
Hattie Goold,[1] Oil City
Margaret Cadigan,[1] Oil City
Elizabeth Eagan,[1] Oil City
Louisa Le Goullon,[1] Oil City
Cynthia Walker,[1] Oil City
Ida Geary,[1] Oil City
Mary Gibson,[1] Oil City
Mollie Cadigan,[1] Oil City
Alice N. Tisdale,[1] Oil City
Mary Lyons,[1] Oil City

WARREN—25.

C. S. Knapp,* Warren
R. T. Adams,* Warren
A. Grace Petheram,[1] Warren
P. W. M. Pressel,[3] Warren
Ellen T. Glenn,[1] Warren
Blanche McClintock,[3] Warren
A. Bessie Johnson,[3] Warren
Sylvia Ball,[1] Warren
June Herman,[2] Youngsville
F. S. Heinaman,[2] Youngsville
Ruth L. Boarts,[2] Youngsville
Laura K. Snyder,[2] Youngsville
Lillian A. Duprey,[1] Youngsville
F. Kathryn Agnew,[1] Youngsville
C. Mildred Hamilton,[1] Youngsville
Helen R. Scudder,[1] Tidionte
Francis W. Gill,[2] Tidionte
Sarah Zahnizer,[1] Grand Valley
Fern Frisbee,[1] Tidionte
K. Illingworth,[3] Sheffield
Irene Marshall,[3] Sheffield
F. A. Dubois,[4] Sheffield
M. O. Leach,[3] Sheffield
Florence M. Griswald,[3] Sheffield
Millie B. Thompson,[1] Grand Valley

WASHINGTON—459.

L. R. Crumrine,* Washington
Edgar Reed,* Donora
W W. DeShong,[3] Donora
Catharine Armstrong,[1] Donora
Florence Baker,[1] Donora
Mary Bird,[1] Donora
Ruth Browning,[1] Donora
Anna Cairns,[1] Donora
Ellen Carlson,[1] Donora
Sara Charlesworth,[1] Donora
Francis Colvin,[1] Dnora
Annabel Cooper,[1] Donora
Anna Dempster,[1] Donora
Mayme Dewar,[1] Donora
Emma Edmiston,[1] Donora
Mabel Fielding,[1] Donora
May Flinn,[1] Donora
Loa Foster,[1] Donora
Emma Frantz,[1] Donora
Minerva Goult,[1] Donora
Thomas M. Gilland,[2] Donora
Elizabeth Gillingham,[1] Donora
Hazel Ginevan,[1] Donora
Jennie Gray, Donora
Laura Holmes,[1] Donora
Ethel Jackson,[1] Donora
Edna Lewis,[1] Donora
Florence Maloney,[4] Donora
A J. Martin,[3] Donora
Mildred McCleary,[1] Donora
C. B. McKeown,[3] Donora
Winifred McNey,[1] Donora
Jean O'Donnell,[1] Donora
Mae Ostrander,[1] Donora
Nellie Pieper,[1] Donora
Edna Pipes,[1] Donoro
Emma Pipes,[2] Donora
Diantha Riddle,[1] Donora
Minnie Riddle,[1] Donora
May Russell,[1] Donora
Gertrude Schrock,[1] Donora
Nellie Sickels,[1] Donora
Bessie Speer,[1] Donora
Elizabeth Stoneman,[1] Donora
Jean Strause,[1] Donora
Laura Tomer,[1] Donora
Prudence Trimble,[1] Donora
Evalyn James,[4] Donora
Reaetta Charlesworth,[1] Donora
Anna Abbott,[1] Donora
Blanche Hornbeck,[1] Donora
Melverne Iams,[1] Donora
R. G. Dean,* Monongahela
H. W. Crane,[3] Monongahela
J. T. Hill,[2] Monogahela
Vera McGrew,[3] Monongahela
Henry B. Kiester,[2] Monogahela
Mary B. Collins,[3] Monogahela
Minnie Hamilton,[1] Monogahela
Helen McCurdy,[1] Monongahela
Clara Rinard,[1] Monongahela
Rachael Borland,[1] Monogahela
Nelle Laughlin,[1] Monogahela
Edna Corrin,[1] Monogahela
Selia Kirkpatrick,[1] Monogahela
Mary Hammond,[1] Monongahela
Mary Pickering,[1] Monogahela
Gazell Harrison,[1] Monogahela
Bertie Thompson,[1] Monongahela
Lucie Thistlethwaite,[1] Monongahela
Rosalie Boggs,[1] Monongahela
Anna McCollogh,[1] Monongahela
Hazel Patterson,[1] Monongahela
Helen Wise,[1] Monongahela
Mary Meloy,[1] Mcnongahela
Nelle G. Hanlon,[1] Monongahela
Bess T. Binlyn,[1] Monongahela
Nan E. Scott,[1] Monogahela
Annetta Crumrine,[1] Monongahela
Blanche Warne,[1] Monongahela
Louise Sanders,[1] Monongahela
Mary U. Knapp,[1] Monongahela
Sara L. Bake,[1] Monongahela
Mabel Frye,[1] Monongahela
Matilda M. Mills,[3] Monongahela

Elizabeth Hall,[1] Monongahela
Cecil Clark,[1] Monongahela
W. S. Hertzog,[6] California
Anna Buckbee,[6] California
Anna B. Thomas,[6] California
Henrietta M. Lilly,[6] California
Adah C. Trippett,[6] California
Anna Shutterly,[6] California
Sarah S. Bauman,[6] California
W. T. Fiske,[6] California
Frank Field,[6] California
E. F Biddle,[6] California
W. F. H. Wentzel,[6] California
J. B. Smith,[6] California
Charles R. Shultz,[6] California
Charles A. Dobson,[6] California
Ella Pollock,[6] California
Mabel Mason,[1] Washington
J. C. Bedillion,[3] Houston
C. A. Mathewson,[3] Canonsburg
Bessie M. Ward,[1] California
Florence Ryland,[1] Roscoe
Sarah Kallar,[1] California
J. B. Duvall,[1] Coal Center
Joseph Moss,[1] West Alexander
Ruth Hetherington,[1] Bentleyville
Mina Houseman,[1] Bellevernow
Rosetta B. Rodgers,[1] Charleroi
Etta M. Work,[3] Charleroi
Margaret Laird,[1] Charleroi
S. R. Grimm,[1] Charleroi
C. M. Helwig,[1] Charleroi
George Traugh,[1] Donora
Ida Hugg,[1] Belle Vernon
Alice M. Bastion,[1] Charleroi
Edna M. McMasters,[1] Charleroi
Muriel Scott,[1] Charleroi
Zella Franks,[1] Charleroi
Thomas L. Pollock,* Charleroi
Ella L. Greenwood,[3] Charleroi
Judith Collins,[1] Charleroi
Fannie Arrison,[1] Charleroi
M. B. Blankenbuehler,[1] Elcol
Lucy Spahr,[1] Roscoe
Mary Forney,[1] Cross Creek
Blaine Gorby,[1] W. Alexander
Margaret Walch,[1] Monongahela
Hubert Campbell,[1] McDonald
Myrtle Moore,[1] McDonald
N. G. Parke,[3] McDonald
W. T. Guffey,[1] McDonald
Bertha Riggs,[1] California
Clara Snead,[1] Speers
F. G. McCleary,* Washington
Esther Wheatley,[1] Washington
Bessie Hughes,[1] Washington
Nellie Van Cleve,[1] Washington
Grace M. Morton,[1] Washington
J. R. Burke,[4] Washington
T. Amelia Kirkland,[1] Washington
Sarah J. Anderson,[1] Washington
Maud M. Bailey,[1] Washington
Helen S. Bartlett,[1] Washington
Ethel M. Beacham,[1] Washington
Iva M. Cowley,[1] Washington
Maud E. Lytle,[1] Washington
May McEnrue,[1] Washington
A. T. Miller,[1] Washington
Agnes G. Palmer,[1] Washington
Nellie M. Pickett,[1] Washington
Louise F. Reckers,[1] Washington
Anna C. Rupple,[1] Washington
Martha L. Sanford,[1] Washington
W. Brown Sterret,[1] Washington
Ruth White,[1] Washington
Helen M. Foster,[1] Washington
O. F. H. Bert,[1] Washington
Nancy J. Hall,[4] Washington
E. F. Westlake,[3] Washington
Sarah V. Leslie,[1] Washington
Alice B. Garner,[1] Washington
Elizabeth Prowitt,[1] Washington
Anna Ruben,[1] Washington
Grace Joiner,[1] Washington
Laura Wasler,[1] Washington
Anna W. Wheeler,[1] Washington
Jennie Booz,[1] Washington
Isabella N. Freebey,[1] Washington
Ethel Beck,[1] Washington
Mrs. Paul Besser,[1] Washington
F. Eva Thompson,[1] Washington
Julia L. Pickett,[3] Washington
Elizabeth Shrontz,[1] Washington
Lucy A. Clark,[1] Washington
Jessie Burroughs,[1] Washington
Helen F. Gayman,[1] Washington
Margaret Williams,[1] Washington
Grace Nease,[1] Washington
Elsie Beck,[1] Washington
Elizabeth Naser,[1] Washington
Charles M. Herron,[3] Washington
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Daisy Zelt,[1] Washington
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Wilma Howell, Washington
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A. I. Underwood,[3] Washington
Margaret McClure,[1] Washington
John G. Williams,[1] W. Brownsville
Helen McRoberts,[1] Beallsville
Chas. W. Baker,[1] Coal Center
H. L. Hetherington,[1] Bentleyville
Glenn B. Hawkins,[1] Beallsville
Van C. Carson,[3] Allenport
J. R. Gates,[3] Washington
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I. N. Sprowls,[1] Washington
Bernette McDonough,[1] Washington
M. H. Pollock,[1] Washington
Kate McAdam,[1] Washington
Lena G. Booth,[1] Dunns Station, 4
Herman L. Post,[1] Washington, 7
Jessie M. Cooper,[1] Claysville
Viva Marshall,[1] West Findley
Anna M. Crawford,[1] Canonsburg, 4
Effie B. Milliken,[1] Hickory
E. E. Bach,* Ellsworth
Nellie Moriarity,[1] Washington
L. H. Conway,[3] Hickory
Harry Couch,[1] Canonsburg, 1
Willa Beall,[1] Beallsville
Anna C. Moose,[1] Scenery Hill
Bertha Mercer,[1] Washington, R. 1
S. E. Himmeger,[1] Canonsburg, R.4
H. M. Mathews,[2] Canonsburg, R. 4
Myra B. Herron,[1] Venetia
H. S. Kuder,[3] Canonsburg, R. 1
Elizabeth Froehe,[1] Venetia
A. M. Holleran,[4] Venetia
M. Cummins,[1] Canonsburg, R. 1
C. R. Daubenspeck,[3] Claysville
Beulah B. Roney,[2] W. Alexander
Ethel M. Pettit,[1] Claysville
W. P. H. Keister,[1] Export
S. O. Logan,[1] W. Monterey
D. F. Giffin,[1] Canonsburg
M. Krafcik,[1] Canonsburg
J. C. Kerr,[4] Canonsburg
E. C. Snyder,[3] Bentleysville
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H. M. Dalbey,[4] Buffalo
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Anna Belle Smith,[1] Rea, R. 1
Margaret M. Blair,[1] Washington
Emma V. Miller,[1] W. Middletown
Gladys McCalmont,[1] Washington, 9
Leola McDonough,[1] Bentleysville
Ethel Reed,[1] Canonsburg
Mina Miller,[1] McDonald, 2
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R. E. Homer,[3] Canonsburg
Elizabeth Hawkins,[3] Beallsville
R. E. Knarr,[3] Beallsville
Martha G. Taggart,[3] Marianna
Maude Wagner,[1] Marianna
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Kate Craven, California
Marie Mills,[1] California
S. Clarice Heiner,[1] California
Dora Drum,[1] California
Nellie Hopkins,[1] California
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Bertha A. Garver,[1] Washington
Edna Yoders,[1] Washington
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Leila A. Wise,[1] Scenery Hill
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Anna Knox,[1] Claysville, 5
Elizabeth Stine,[1] Taylorstown
Mary Ralston,[1] Taylorstown
Jane Pence,[1] Washington
O. S. Ellicott,[1] Claysville
Katherine Cushing,[1] Claysville
Florence Danley,[1] Independence
Irene Craig, Avella, 1
Pauline Reed,[1] Houston
Dora Boon,[1] Houston
Lillian Murchland,[1] McDonald
Christine Bruce,[1] Claysville
Bertha E. Barnes,[1] Avella
M. M. Todd,[1] Hanlin Station, 2
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Lawrence Beeble,[1] Bulger
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W. C. McDonnell,[1] Burgettstown
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Bertha Burns,[1] Burgettstown
Anna M. Palmer,[1] Meadow Lands
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J. Russell Bucher,[2] California
Frances McClaren,[2] California
Mabel Croner,[1] California
Genevieve Ward,[1] California
G. S. Montgomery,[1] Claysville, R. 4
L. Montgomery,[1] Dunns Sta., R.D.
J. William Sprowls,[3] Bentleyville
G. C. Donson,[2] Washington, R. D.
Emily Thompson,[1] Ellsworth
Florence Keys,[3] Ellsworth
Nora Schaffer,[1] Ellsworth
Edith McComb,[1] Ellsworth
Margaret Mooney,[1] Ellsworth
Josephine Young,[1] Canonsburg
Olive Braham,[2] McDonald
Clark R. Tilton,[1] Bulger, R. 1
Emma Tobin,[1] Roscoe
Christina Riley,[1] Elco
Anna Murphy,[1] Roscoe
H. H. Saylor,[3] Roscoe
L. L. Ewing,[3] Washington, R. 4
J. M. Evans,[3] Washington

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Louis Dussere,[1] Hanlin Station
Don P. Hawkins,[1] Beallsville
Livonia Reed,[1] Rea
J. D. Sellers,[3] Dunns Station
C. P. McCormick,[3] Bentleysville
Susannah McKeown,[4] Claysville
Hazel F. Riggs,[1] Washington, R. 6
G. J. Woodburn,[1] Claysville
C H. Patterson,[1] Claysville
Adeline Golden,[1] Claysville
Genevieve Keer,[1] Washington
Anna McCoy,[1] Washington
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Ray Bamford,[1] Monongahela
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V. Buckingham,[1] Beallsville
Hazel Wolf,[1] Claysville
Laura M. Sprowls,[1] Claysville
Violet Lutes,[1] Speers
J. L. Roberts,[1] Speers
W. H. Phillips,[3] Lock no. 4
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Belle Parks,[1] Donora
Myrtle Donley,[1] Washington
Elizabeth Charleton,[1] Washington
Freda Chadwick,[1] Washington
C. T. Charleton,[1] Washington
Ella Forsythe,[1] Finleyville
Jean Hoge,[1] Roscoe
Eva K. Noble,[1] Hanlin Station
J. L. Hagar,[3] Washington
John H. Linn,[3] Monongahela
Mrs. Warren Yohe,[1] New Eagle
Emma Firden,[1] Monongahela
Edith Garbart,[1] New Eagle
Minnie Malory,[1] Monongahela
Frances Hanlan,[1] Monogahela
Nora E. Horn,[1] Monongahela
C. Blackburn,[1] Monongahela, 3
E. F. Williamson,[1] W. Brownsville
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Donald Grover,[1] Beallsville
Helen M. Beard,[1] Waynesburg
Harry B. Andrew,[1] Prosperity
D. R. Douglas,[2] Prosperity
J. Paul Irvin,[1] Claysville, R. 3
J. A. Hutchinson,[1] Claysville
Hazel I. Martin,[1] Hanlin Station
Wm. H. Hutchinson,[1] Claysville
Laura Irvin,[1] Washington
Gladys Blaney,[1] Claysville
Etha Richardson,[1] Washington
Frances Comer,[1] Hazzard
Lulu Comer,[1] Hazzard
Nelle V. Britton,[1] W. Brownsville
Nellie Bennett,[1] Dunns Station
Grace Dunsmore,[1] W. Finley
Elma Brewer,[1] W. Finley
Goldie Durbin,[1] W. Finley
Lillie Owen,[1] W. Finley
Wilma Crow,[1] W. Finley
Nellie Durbin,[1] W. Finley
Grace Teagarden,[1] W. Finley
N. E. Evans,[1] Dunns Station
Morgan Hoge,[1] Dunns Station
Charles Iams,[1] Dunns Station
Rose A. McLinden,[1] Monongahela
Agnes C. McLinden,[1] Monongahela

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H. J. O. Day,* Honesdale
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R. T. Dories,[3] Honesdale
G. William Portz,[3] Starrucca

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Sara Pollock,[1] Greensburg
Margaret Pollock,[1] Greensburg
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Logan Rugh,[3] Greensburg
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Mildred Leech,[1] Greensburg
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Margaret Welty,[1] Greensburg
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Edithe Fulmer,[1] Greensburg
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J. O. Bowman,[1] Greensburg, 3
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Floyd Fennell,[1] Greensburg, 4
C. D. Lauffer,[1] Greensburg, 4
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Daisy Culp,[1] Arnold
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Martha B. Williams,[1] Belle Vernon
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Roy Hellein,[1] Donegal
Wilbur Kern,[1] Donegal
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P. A. Raymaley,[4] Harrison City
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Marie Thomas,[1] Harrison City
Samuel Fausold,[8] Irwin
Glen C. Wiles,[2] Irwin
Ida Caldwell,[1] Irwin
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Ida M. Hoffman,[1] Irwin
Mary E. Lintner,[1] Irwin
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Mary Cunningham,[1] Irwin
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Alice Kuhns, Irwin
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Mary E. McGrew,[1] Irwin
Jessie Thompson,[1] Irwin
Luella Barcus,[1] Irwin
Clara McIntyre,[1] Irwin
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Mary M. Johnston,[1] Irwin
Anna M. McElroy,[1] Irwin
Agnes McIntyre,[1] Irwin
Verda Rodgers,[1] Irwin
Gertrude Shiffer,[1] Irwin
Isabel Painter,[1] Irwin
Abbie Couchenour,[1] Irwin
Mary Doernte,[1] Irwin
Elva Gongaware,[1] Irwin
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H. W. Lindley,[1] Irwin
Harold Steele,[1] Irwin
Carrie Sowash,[1] Irwin
Anna Howell,[1] Irwin
Maude Sensenich,[1] Irwin
Gertrude J. Wilson,[1] Irwin
Marion A. Proud,[1] Irwin
Burdella Boyd,[1] Irwin
Effie Fisher,[1] Irwin
Jane Sowash,[1] Irwin
Nellie Bollman,[1] Irwin
Effie Davis,[1] Irwin
Ella A. Best,[1] Irwin
Mary E. Dodd,[1] Irwin
Marie L. Carroll,[1] Irwin
Mary Vance,[1] Irwin
Lotta Baughman,[1] Irwin
Elizabeth Williams, Irwin
Mary Myers,[1] Irwin
Emma Lewis,[1] Irwin
H. E. Swenson,[1] Irwin
Charles G. Pierce,[3] Irwin
Edna J. Barr,[1] Irwin
Theo. B. Shank,* Jeannette
E. U. Long,[3] Jeannette
Elizabeth Pearsall,[2] Jeannette
H. J. Stump,[2] Jeannette
C. Knappenberger,[2] Jeannette
Glenn Miller,[1] Jeannette
Anna Renter,[1] Jeannette
J. T. McDougall,[1] Jeannette
Lucy Glass,[1] Jeannette
M. May Ruffner,[1] Jeannette
Bessie Griffith,[1] Jeannette
Gertrude Portzer,[1] Jeannette
Hazel Elkin,[1] Jeannette
Margaretta Bennett,[1] Jeannette
Edna Haberbeck,[1] Jeannette
Grace Lewis,[1] Jeannette
Elizabeth Gilchrist,[1] Jeannette
Lucy Pooley,[1] Jeannette
Helen Zimmerman,[1] Jeannette
Bessie Campbell,[1] Jeannette
Anna Schade,[1] Jeannette
Josephine Gillespie,[1] Jeannette
Jennie Markel,[1] Jeannette
Elizabeth Ackerman,[1] Jeannette
Carrie Hantz,[1] Jeannette
Eva McCreery,[1] Jeannette
Anna Insley,[1] Jeannette
Tweet Burhenn,[1] Jeannette
Marie Rovensky,[1] Jeannette
Mabel Schall,[1] Jeannette
Elizabeth Nestler,[1] Jeannette
Anna Lampe,[1] Jeannette
Rebecca Bingham,[1] Jeannette
Lulu Peters,[1] Jeannette
Louellen Remmy,[1] Jeannette
Olive Bryant,[1] Jeannette
Carrie E. Blank,[1] Jeannette, R. D.
Mabel Shotts,[1] Jeannette
Lillian Long,[1] Jeannette
Earl Potts,[1] Jeannette, R. D.
Miss G. Loughner,[1] Jeannette
Drucille McCleery,[1] Jeannette
Ethel Peters,[1] Jeannette, R. D.
Hazel Patterson,[1] Jeannette
Alletha Standish,[1] Jeannette
Dora E. Schall,[1] Jeannette
Beulah Chalfont,[1] Jeannette
Lucy Potts,[1] Jeannette
Eleanor Drach,[1] Jeannette
R. Agnes Paul,[1] Jeannette, R. 1
Netta Greenawalt,[1] Jeannette
S. L. Topper,[1] Jeannette
Pearl Tomlinson,[1] Jeannette
L. L. Potts,[1] Jeannette
Mildred Orgill,[1] Jeannette
Elma Sproul,[1] Jeannette
Myrtle Bigelow,[1] Jeannette
Anella Myers,[1] Jeannette
Minnie B. Finnell,[1] Jeannette
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Mabel Seanor,[1] New Alexandria
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E. Lemmon,[1] New Alexandria
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Florence E. Enwer,[1] Parnassus
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Lois McElwain,[1] Parnassus, 2
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Esther Hough,[1] Ruffsdale
Ethel Deniker,[1] Ruffsdale
Nora Hough,[1] Ruffsdale
Dora Rager,[1] Ruffsdale
Hazel Cowan,[1] Ruffsdale
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Nellie Horner,[1] Laughlintown
Florence Matthews,[1] Rector
Sarah Albright,[1] Rector
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Edna Jeffrey,[1] Tranger
Rachel Henschel,[1] Mammoth
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Margaret Conlin,[1] Mammoth
Nelle Sauerwein,[1] Southwest
Eva Naylor,[1] Southwest
Jessie Dunn, Donegal
McKinley Kuhns,[1] Tranger
Florence Tumilty,[1] United
Mary G. Jeffrey,[1] Tranger
Martha Brechbill,[1] Tranger
Sara Peebles,[1] Pleasant Unity
Florence Welty,[1] Mammoth
Ethel Grigor,[1] Tranger
G. M. Treager, Jr.,[3] Mammoth
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Frances Thompson,[1] Oil City
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Lillie Wentzel,[1] Madison
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Gertha Nickels,[1] Wilpen
Catharine Patterson,[1] Suterville
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Mayme Mellinger,[1] Herminie
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Frank Hoffman,[1] Youngstown
Laura Aukerman,[1] Lycippus
Gertrude Rager,[1] Millwood
Jessie Shirey,[1] Youngstown
Laura Weimer,[1] Port Alleghany
Katharine Schandell,[1] Beatty
Beatrice Gardner,[1] Hyde Park
Pansy Girt,[1] Leechburg
Hazel Smith,[1] Blairsville
Mary E. Wagner,[1] Hunker, R. D.
Elizabeth Dunning,[1] Irwin, R. D. 2
Pearl Chalfont,[1] Speers
Etta King,[1] Van Meter
Sara Morris,[1] Belle Vernon
Lucy Montgomery,[1] Fayette City

WYOMING—10.

John E. Morgan,* Nicholson
Harry K. Kelly,[3] Factoryville
Howard W. Sipe,[3] Nicholson
Hope Howard,[1] Laceyville
F. R. Hufford,[1] Tunkannock
Cora Bunnell,[1] Meshoppne
E. R. Bartholomew,[3] Laceyville
A. Veith,[1] Falls
Belva L. Taylor,[1] Laceyville
C. W. Hoover,[3] Tunkannock

YORK—141.

C. W. Stine,* York
Atreus Wanner,* York

Dr. E. T. Jeffers,[8] York
L. Elmer Leas,[3] York
D. Jennie Stine,[1] York
Laura M. Schwenk,[1] York
E. Mira Gardner,[1] York
Leah J. Heindel,[1] York
Anna G. Murphy,[1] York
A. C. Rawhouser,[1] York
J. F. Heilman,[3] York
Almena K. Metzgar,[1] York
Catherine Manges,[1] York
Miriam E. C. Roeder,[1] York
Sara N. Lan,[1] York
H. E. MacLaury,[1] York
Flora F. Stark,[1] York
Anna Blessing,[1] York
L. S. Greenawalt,[3] York
D. J. Lan,[3] York
Geo. T. Hanning,[1] York
Mary M. Spangler,[1] York
Chloe Kopp,[1] York
J. C. Hoffman,[1] York
Chas. W. Bond,[3] York
Anna Horner,[1] York
Jennie Boyd,[1] York
Kate A. McGuigan,[1] York
Mary D. Odenwalt,[1] York
Maude I. Swartz,[1] York
J. A. Fahs,[3] York
Bertha K. Cleaver,[1] York
Emily C. Schleeder,[3] York
Bertha K. Kable,[1] York
Martha E. Wantz,[1] York
Nettie M. Boyer,[1] York
J. W. Gosnell,[3] York
John E. Smith,[1] York
A. L. Seifert,[1] York
Iva M. Grimm,[1] York
B. Naomi Conway,[1] York
Rachael J. Robinson,[1] York
Edith Hawkins,[1] York
Bess E. Bush,[1] York
Laura I. Sprenkle,[1] York
Blanche E. Spahr,[1] York
Cora Rhodes,[1] York
M. Sue Kain,[1] York
W. S. Senft,[3] York
Jane F. Kell,[1] York
J. O. Johnson,[3] York
Anna C. Gotwall,[1] York
Pauline L. Steig,[1] York
N. E. Allison,[3] York
J. M. Elbert,[1] York
Prof. A. A. Holden,[3] York
Jessie Graham,[1] York
Frank B. Green,[1] York
S. W. Ziegler,[1] York
Mary Dusman,[1] Hanover

Elizabeth C. Barnes,[1] York
Elizabeth H. Rechard,[1] York
Claire Comstock,[1] York
F. W. Porter,[1] York
Miriam Kennelley,[1] York
Frances B. Sheely,[1] York
E. A. Glatfelter,[1] York
E. E. Bilheimer,[1] York
W. A. Brunner,[1] York
Hettie V. Rupp,[1] York
Mary W. Ross,[1] York
E. W. Martindell,[4] Wrightsville
W. E. Riedel,[3] Yoe
Edna Baughman,[1] Hanover
Maud Wolfe,[1] Hanover
J. T. Nace,[1] Hanover
J. R. Witmer,[1] Hanover
J. Riley Schmidt,[1] Hanover
Margaret Overholtzer,[1] Hanover
Edna M. Bair,[1] Hanover
Sara U. Wertz,[1] Hanover
Helen Little,[1] Hanover
Anna Follmar,[1] Hanover
E. Juliet Hostetter,[1] Hanover
Hazel D. Rudisill,[1] Hanover
Mary J. Heinley,[4] York
Frances X. Trumbo,[1] York
Mamie C. McSherry,[1] York
M. Gertrude Kraber,[1] Hanover
Mary Moul,[1] Hanover
Anna M. Allewelt,[1] Hanover
William L. Hoffeims,[1] Hanover
Charles Albright,[1] Hanover
Iva L. Rudisill,[1] Hanover
Julia Hamm,[1] Hanover
J. Merill Hepler,[1] Hanover
Anna E. Read,[1] Hanover
A. J. English,[3] Hanover
Cecelia Snyder,[1] Hanover
Marie Geiselman,[1] Hanover
Oden C. Gortner,* Hanover
Ada Lan,[1] Hanover
Anna Ditzler,[1] Hanover
Charles H. Richter,[1] Hanover
Madeline Myers,[1] Hanover
Sidney E. Rebert,[1] Hanover
Maud Weikert,[1] Hanover
Mary V. Kump,[1] Hanover
Esther E. Geesey,[1] Hanover
Henrietta Flickinger,[1] Hanover
Carrie M. Cramp,[1] Hanover
Eva Baughman,[1] Hanover
Ruth Sell,[1] Hanover
Florence Straley,[1] Hanover
Mabel Kintzing,[1] Hanover
Elizabeth Burns,[1] Codorus
Ida Charleston,[1] Etters
W. J. Daugherty,[2] Dallastown

Elizabeth A. Lan,[1] York
D. H. Gardner,[3] York
T. B. Beatty,[3] Red Lion
Mazie Gable,[1] Red Lion
Araminta Lentz,[1] Felton
Sadie Kaltreider,[1] Red Lion
Florence Spangler,[1] Red Lion
Edgar Moore,[1] Red Lion
Horace Throne,[1] York, 6
Samuel Lanchs,[1] Red Lion
Wilmot J. Adams,[3] Delta
S. A. Conway,[3] York
Rev. Geo. W. Welch,[2] Spring Grove
Anna L. Morris,[2] Dallastown
Prof. N. H. Hass,[2] York
A. F. Longe,[3] York
John H. Thomas,[4] Spring Grove
Edith Follmar,[1] Hanover
John Halter,[1] Hanover
M. L. Myers,[1] Hanover, 5
J. Francis Yake,[1] Hanover, 5
Hilda Bender,[1] McSherrystown
Frank H. Brame,[1] Hanover

OTHER STATES—30.

T. L. Gibson, Baltimore, Md.
Mrs. C. M. S. Pipes,[3] Wilmington, Del.
Katharine Cooper,[1] Camden, N. J.
E. C. Lavers,‡[4] Jersey City, N. J.
E. J. Shives,‡* Oceanside, Cal.
E. Mackey,‡* Trenton, N. J.
J. P. Welsh,‡ New City, N. J.
Z. X. Snyder,‡[6] Greeley, Colorado
E. H. Scott, 16 E. 40th St., N. Y.
C. L. Dumm, 34 W. 33rd N. Y.
M. C. Holden, Springfield, Mass.
A. H. Watkins,[1] Naples, N. Y.
F. C. Hodgon, 70 Fifth Ave., N. Y.
C. A. Wagner,* Wilmington, Del.
Mae E. Schreiber, Boston, Mass.
A. Zearley,, Morgantown, W. Va.
D. L. Bloom,[3] Flemington, N. J.
T. F. Houston,[1] Cameron, W. Va.
N. Woodruff,[1] Cameron, W. Va.
C. R. Grim,[1] Cameron, W. Va.
Anna Kiger,[1] Woodruff, W. Va.
Effie Kiger,[1] Woodruff, W. Va.
Freda Moss,[1] Cameron, W. Va.
Henry Murray,[1] Cameron, W. Va.
Edna Polen,[1] Cameron, W. Va.
W. J. Johnson,[1] Blacksville, W. Va.
Ira Wright,[1] Blacksville, W. Va.
Neicie Barnett,[1] Rock Lick, W. Va.
E. Moore,[1] Blacksville, W. Va.
L. M. Abbott,[1] Frenchtown, N. J.

The last names sent us as we go to press by the Treasurer, Prof. David S. Keck, are three from Fayette County: Catherine Conn, of Smithfield, W. S. Rhodes, Cheat Haven, and F. L. Ruble, of Gans, supervising principal, making the enrollment 217 for that county. The enrollment at Harrisburg for the December meeting was *10,849*, and at the meeting of the Directors' Department in February, 1915, was *276*, making a grand total of *11,125*.